



## **Accessibility Plan 2017 – 2020**

Reviewed: Spring Term 2017

To be reviewed: Spring Term 2020

### **1. Schools' Planning Duty**

1.1 Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers, visitors and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2 According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.' The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3 This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three 'key areas':

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached, showing the priorities identified for action along with how they are to be addressed within a given timeframe. A series of success criteria has been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated at least every three years but revisited annually.

### **2. Schools Aims**

2.1 At Churnet View Middle School we are committed to establishing equality for all pupils, their parents, staff, visitors and other users of the school, as stated in the Mission Statement and Values of The Talentum Learning Trust.

2.2 In drawing up this Accessibility Plan, the school set out the following priorities:

- To provide safe access throughout the school for all school users;
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements and making reasonable adjustments to suit individual needs;
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3 Churnet View Middle School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Equal Opportunities
- Churnet View Middle School Special Educational Needs & Disabilities Information Report
- Churnet View Middle School's Safeguarding Policy and arrangements;
- Health and Safety Policy
- Staff Related Policies, e.g. Risk Assessment, Return to Work etc.

This plan itself will also be used to advise and inform other school planning documents and policies.

2.4 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **3. Current Good Practice which supports this duty**

3.1 The school's commitment to inclusivity has already been recognised by Ofsted, who stated in the school's last inspection that:

*'Disabled students and those who have special educational needs make good progress because of the wide range of support that they receive, both in the classroom and in support groups. The outstanding care and nurture provided in the 'Den' further supports the achievement of groups of students facing challenging circumstances.'*

Ofsted Inspection Report, May 2013

#### **3.2 Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

3.2.1 Churnet View Middle School has close working relationships with its feeder first schools and thorough transition arrangements take place in the Summer Term before starting at school. This may include multi-agency meetings with parents and all professionals who are involved with supporting the child.

3.2.2 The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. Working closely with Staffordshire SEND Team, Outreach Services, Health Professionals and the Educational Psychology Service, the SENCo manages the Education, Health and Care Plan process, ensuring that additional resources, including staffing, are allocated where appropriate.

3.2.3 The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4 The school works closely with specialist services, including:

- Hearing Impairment Service
- Visual Impairment Service
- Physiotherapists

- Physical Disability Support Service
- Educational Psychology Service
- Special Educational Needs Support Service
- School Nursing Team
- Autism Outreach
- GPs and Paediatricians
- CAMHS
- Occupational Therapists
- Visyon Counselling Service

3.2.5 The school's governors, teachers, teaching assistants, support staff and lunchtime supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs, including:

- Hearing Impairment
- Visual Impairment
- Physical Disability
- Specific Medical Conditions, including Asthma, Eczema, ADHD and Diabetes
- Specific Learning Difficulties, including Dyslexia, Dyspraxia and Dyscalculia
- Autism
- Speech, Language and Communication Needs
- Emotional Difficulties, including Attachment Disorder or Bereavement
- Developmental Disorders, e.g. Foetal Alcohol Syndrome
- Profound and Multiple Difficulties, including Specific Genetic Disorders
- Physiotherapy

3.2.6 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral Team to access Early Help and other agencies
- SENCO x 2
- Visyon Counselling
- Access to the Special Educational Needs Support Service
- Access to the Educational Psychologist
- Access to the Visual and Hearing Impaired Team
- Access to Autism Outreach
- iPads/Access technology
- Range of Literacy and Maths interventions
- Specific Learning Difficulties Interventions – Toe by Toe, ALK
- Access to ALL extra-curricular activities and clubs, school visits, residential trips, instrument tuition
- Advice and support from the School Nurse Team
- Use of diagnostic assessments, e.g. British Vocabulary Picture Scale (expressive language), York Assessment Reading Comprehension (Reading), Vernon Graded Spelling (Spelling) Sandwell (Maths), GL – Dyslexia and Dyscalculia Screening, Cognitive Abilities Tests (CAT), Performance Tests in English, Maths and Science and Attitudinal Tests
- Transition arrangements, planning and support

3.2.7 Churnet View Middle School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **3.3 Current Actions: Improving Access to the Physical Environment of the School.**

3.3.1 This element of the planning duty covers all areas of the physical environment, such as external areas, buildings and fixtures and fittings.

3.3.2 There are very few parts of the school to which disabled pupils have limited or no access following the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community.

3.3.3 In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **3.4 Current Actions: Improving the Delivery of Information to Persons with a Disability**

3.4.1 School staff are aware of the services available for converting written information into alternative formats.

## **4. Review and Implementation**

4.1 The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the school following consultation with the larger school community, parents and the pupil council.

4.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be carried forward to the next action plan.

4.3 To allow the school to track progress and demonstrate how it is actively fulfilling its duty, this will be a working document where actions will be colour coded at review points.

4.4 The actions will be shaded as follows:

- Green for actions that are complete.
- Orange for actions that are to be carried over to the next action plan.
- Yellow for actions that are complete but require ongoing activity



**Churnet View Middle School**

**Accessibility Plan 2017 – 2020**

<b>Access to the Curriculum</b>							
<b>Priority</b>	<b>Lead People</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>	<b>Review</b>	<b>Achieved</b>
Information for teaching staff on differentiation	LF EJ	Staff Information Sheets shared; Staff Training	Training Time	In place and ongoing	Increase access to the curriculum for all pupils. Needs of all learners fully met.	Range of information sheets supplied to teaching staff, based on pupil need.	
Effective communication with parents	LF EJ Teaching Assistants	Pupil Passport Meetings – Termly Coffee Mornings/Afternoons – Termly SEND Y6 Access Arrangements Evening	TA Time Allocated SENCO Time	In place and ongoing	Parents remain fully informed.	Termly Pupil Passport Meetings and Coffee Mornings/Afternoons have been successful and will continue.	
Training for staff on increasing access to the curriculum for disabled pupils	EJ LF	On-going training regarding children on the Autistic Spectrum	Training Time	In place and ongoing	Increased access to the curriculum for all learners. Needs of all learners fully met.	All teaching staff and teaching assistants have completed Level 1 Autism training, led by Autism Outreach.	
Appropriate use of specialised equipment to benefit individual pupils and staff	EJ LF Teaching Staff Teaching Assistants	Access to Touch-Typing interventions. Sloping boards for pupils with fatigue problems or physical disability. Appropriate furniture for pupils with physical disability. Coloured overlays for pupils who experience visual stress. A range of pencils and pens available for pupils with grip difficulty.	Specialist equipment as listed	In place and ongoing	Increased access to the curriculum for all learners. Needs of all learners fully met.	Range of specialist equipment and resources, updated annually to meet the needs of all learners. Advice from PDSS embedded in inclusive classroom practice.	

Access to the Physical Environment							
Appropriate use of colour schemes for internal/external decoration to benefit pupils with visual impairments	EJ LF SB JB SF	Follow advice on contrasting colours and redecorate areas as necessary.	Cost of redecoration	In place and ongoing	Physical accessibility of school increased. Steps all edged with yellow paint for pupils with physical disabilities and depth perception. Handrail to the Music Mobile safer for pupils with physical disabilities. Areas maintained on a regular basis.	School site decorated in contrasting colours.	
Provision of wheelchair accessible toilets	SB JB SF	Maintain a wheelchair accessible toilet.	Maintenance only	In place and ongoing	Physical accessibility of the school increased. Wheelchair accessible toilet and changing facilities available.	Wheelchair accessible toilets available in more than one area of school.	
Access into school and reception to be fully compliant	SF SB JB	Designated disabled parking. Wide access doors. Clear route through school for disabled people, allowing access to all areas.	Maintenance only	Complete and ongoing	Physical accessibility of the school increased. Entrances to school are fully accessible.	Designated spaces for disabled parking. Clear access route through the school for all disabled users.	
Improve independent access to the school.	SF SB JB	Ramps to ensure access to all parts of the school building.	Ramp access to the Music Mobile.	Long term action	Physical accessibility of the school increased. Disabled people have independent access.	Designated spaces for disabled parking. Clear access route through the school for all disabled users.	
Improve educational experiences for	SF SB JB	Ensure blinds in all classes are effective. Develop sensory garden.	Maintenance costs	Ongoing	Teaching aids, Whiteboards etc. are easily visible and		

visually impaired pupils.					learning experiences are enhanced.		
Improve the quality of provision for children with specific needs.	EJ LF SF SB	Provide a tranquil space where pupils who suffer from over stimulation can receive supervision, appropriate to their needs.	Maintenance Costs	Complete and ongoing.	The school experience will be enhanced for children with specific needs.	The Den is prioritised for targeted pupils.	
Maintain safe access around the exterior of the school	SB JB	Ensure that pathways are kept clear. Make sure that grounds maintenance contractors know which areas to prioritise.	Maintenance Costs	Ongoing	Disabled people to move unhindered along exterior pathways.	Clear access to all parts of school.	

**2017 – 2020 Live Document**

**Access to the Curriculum**

<b>Priority</b>	<b>Lead People</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Develop inclusive, Quality First Teaching.	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.	Staff Meeting Learning Walks Staff Feedback	Ongoing	Increased access to the curriculum. Need of all learners met within reasonable adjustments. Lesson observations show that pupils make progress within lessons.
Develop as a 'Dyslexia Friendly School'	EJ LF SF	Enquiries to be made with SENSS in relation to becoming a Dyslexia Friendly School	SENCO Time Cost of SENSS Advisor	Ongoing	Increased access to the curriculum for children with Dyslexia.
Develop as an 'Autism Friendly School'	EJ LF SF	Tier 2 Autism Training attended by SENCO and disseminated Champion developed across the school Autism Audit	SENCO Time Training Time	Ongoing	Tier 2 Training attended and disseminated. Autism Audit demonstrates that classroom practice is adapted to meet the needs of children with Autism.
Parental and Pupil Feedback	EJ LF	Questionnaire and consultation with parents of pupils with SEND.	SENCO Time	July 2017	Feedback to be used to inform future priorities and school improvement.

Access to the Physical Environment					
Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria
Improvements to aid those with a visual impairment	JB JS	Maintenance of external steps, highlighted in yellow non-slip paint.	H&S Budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained accordingly.
Improve the quality of provision for children with specific emotional needs	LF EJ RJ SF	Increase number of tranquil spaces within school for pupils with additional needs.	School Improvement	For Sept 2017	All pupils who need access to a tranquil space of safe space due to emotional needs have a designated space – identified in Pupil Passport or Pastoral Support Plan.
Appropriate uses of colour schemes for internal/external decoration to benefit pupils with visual impairments	SB JB JS	Maintain decoration in terms of contrasting colours.	Build into maintenance budget	Ongoing	Physical accessibility of the school increased. Areas maintained on a regular basis.
Improve independent access to the school.	SF SB JB	Ramps to ensure access to all parts of the school building.	Ramp access to the Music Mobile.	Long term action	Physical accessibility of the school increased. Disabled people have independent access.
Handrails/Grab Rails	JB JS	Maintain handrails around school.	Cost of new handrails/grab rails as required.	Ongoing	Accessibility of school areas increased. Physically impaired pupils able to access all areas. All areas reviewed on a regular basis.
Provision of wheelchair accessible toilets	JB JS SB	Maintain a wheelchair accessible toilet and changing area.	Ongoing maintenance.	Ongoing	Physical accessibility of the school increased.
Safe access around exterior of the school.	JB JS	Ensure that pathways are kept clear. Make sure that grounds maintenance contractors know which areas to prioritise.	Cost included in maintenance contract.	Ongoing	Disabled people to move unhindered along exterior pathways.

Disabled parking	SF Office Staff	Ensure that disabled parking spaces are always available for parents, pupils and visitors to the school.	None	Ongoing	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Outdoor Sensory Provision	SLT	Develop outdoor areas in terms of seating, quiet spaces and sensory stimulation.	School Improvement	Ongoing	Outside areas to be used more effectively to increase access for all pupils.
<b>Access to Written Information</b>					
Improve sharing of information	SLT	Develop website. Continue Coffee Mornings/Afternoons Parental Information Sessions	SLT Time	Ongoing	Website reviewed for accessibility – appropriate actions taken. Continuation of Coffee Mornings and Coffee Afternoons in school. Parental Information Sessions held.
Availability of written information in alternative formats.	SLT Admin	All staff and parents need to be aware of services available for requesting information in alternative formats.	Contacts details and cost of translation/ Adaptation	Summer 2017	Written information available in alternative formats and languages, on request. All administration staff, parents and community users know how to access alternative formats.