



## **Barndale House School Accessibility Plan 2016**

### **Context**

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Our School**

Barndale House School is an all age special school for pupils aged between 2 and 19 years with a diversity of learning difficulties.

Our curriculum is balanced, broadly based and enables all young people to become:

- successful learners who enjoy learning, make progress and achieve



- confident learners who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Our Aims are to:

- enable pupils to interact and communicate with a wide range of people
- enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect
- promote self-advocacy or the use of a range of systems of supported advocacy
- prepare pupils for an adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other
- increase pupils' awareness and understanding of their environment and of the world
- encourage pupils to explore, to question and to challenge
- provide a wide range of learning experiences for pupils in each key stage suitable for their age.

Barndale House School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Barndale House School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.



## **The main priorities in Barndale House School's Accessibility Plan**

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

Pupils enjoy and benefit from a curriculum which is well planned to meet their individual needs.

The curriculum extends beyond the classroom to offsite visits and to fully inclusive Residential Provision in addition to offering pupils opportunities to attend residential trips. No pupil is excluded from these visits due to disability.

Teaching Assistants support pupils well across the school and are supported in ensuring that they maximise learning and inclusion for all pupils by working in close collaboration with the class teacher.

Partnership working between school staff, multi-agency professionals and parents enhances the learning opportunities available for pupils.

Numerous targeted interventions, for example; Emotional Literacy Support, Drawing and Talking therapy, plus therapies which include; Music Therapy, Speech and Language Therapy, Physiotherapy, Occupational Therapy plus peripatetic support from teachers for pupils with visual and hearing impairment are provided to offer additional support to those pupils who require it.

All interventions are monitored for their impact.

Close liaison with external agencies such as Health Services and Social Services further supports inclusive practices.

Staff professional development and training includes priority areas such as; moving and handling, Makaton signing, sensory profiling.



## Accessibility Plan for Barndale House School from September 2016-2019

### Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Improve communication and language outcomes to remove barriers to the curriculum for children with Speech, language and communication needs	Fund a Higher Level Teaching Assistant for 19 hrs to support the Speech and Language Specialist in school	September 2016 – Summer 2017	PP funding	Head teacher SENDCO	SEND Governor	
Ensure that curriculum model is enabling all pupils to make good or better progress in all classes	Precisely monitoring activities on evaluating impact of teaching/curriculum on pupils' progress	September 2016 ongoing	School budget	HT Resources Committee	SEND Governor	



### Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in HT report to governors	From September 2016	Time	HT Caretaker	H&S Governor	
Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	From September 2016	Time	HT H&S Governor	SEND Governor	

### Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure all school information on website is accessible	Review all information and documents on website	From September 2016	Website provider	School Admin	HT & Send Governor	

**This Plan is available in large print upon request**