

Queens Crescent School Accessibility Plan Statement 2017-2018



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Queens Crescent School - Our Inclusion Vision...

...is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these children and young people to achieve all that they can.

Our aim is for every child and young person to:

- Become resourceful, resilient and reflective learners
- Develop creativity and aesthetic awareness
- Become confident, independent decision makers and problem solvers who have the skill to achieve economic well being
- Develop understanding of their rights and responsibilities as global citizens
- Make appropriate moral and healthy choices which enable them to stay safe
- Value human achievement and aspirations
- Develop a sense of self-worth in order to make a positive contribution to the communities in which they live.
- Develop lively, enquiring minds and find pleasure in learning in order to enjoy and achieve
- Develop positive relationships with others based on empathy and respect.

We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

We will ensure that we:

- develop our school culture, policies and practice in order to include all our pupils
- access the right training and on-going professional development to enable our continued focus on the process of further developing inclusion
- found our inclusive approach on respect for difference and a commitment to building relationships that benefit every child and young person
- offer all our pupils excellence, choice, flexible and appropriate support, and support and facilitate the inclusion of their views.

We asked our pupils and their parents/carers about 'Inclusion'...

What does Inclusion mean to you?

- *"Giving my child as many opportunities as possible to participate in mainstream school."*
- *"Taking part in lessons."*
- *"Accessing the curriculum and not being segregated or missed from group activities."*
- *"Being involved with everything others do, even if the activity needs adapting to do this."*
- *"That all children are included in school activities, no matter what their disabilities."*

What examples of being included can you think of?

- *"My child being included in PE, swimming, school trips."*
- *"Joining in with group activities."*
- *"Following the same learning pattern as peers."*
- *"Being able to voice opinions on class topics."*
- *"Being included in residential trips."*

Feeling included at school means....

- *"Being given the chance to enjoy all that is offered."*
- *"People being nice and playing and talking to me."*
- *"Being seen as equal."*
- *"Being treated the same as your peers."*
- *"That the child is involved in all activities and these activities are adjusted to suit child's needs."*

Feeling included in our community means...

- *"That the community is accepting of others, no matter of disabilities and that access can be gained and the person is not made to feel uncomfortable but welcomed."*
- *"Being treated equally."*
- *"Being involved with community activities."*
- *"Understanding, tolerance, acceptance and support."*
- *"That my child is as valued as any other child within school."*

National Background

Improving access to education and educational achievement for disabled pupils¹ is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LA) and Schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act (2005) introduced the duty to promote disability equality from December 2006. This duty applies to EY settings, schools and LAs. Schools and LAs have a planning duty to prepare and publish accessibility strategies and access plans in order to increase over time the accessibility of school buildings, and access to education and information for disabled pupils. Schools' Accessibility Plans should also consider access to after-school activities and Extended School activities if they are based on their school site.

Key National Documents

Disability Discrimination Act 1995 (DDA)

<http://www.opsi.gov.uk/acts/acts1995/1995050.htm>

SEN and Disability Act 2001 (SENDA)

<http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability - A consultation (March 2011)

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

Children and Families Bill 2013

<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>

Draft legislation on Reform of provision for children and young people with Special Educational Needs (TSO September 2012)

Removing Barriers to Achievement

<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>

Implementing the Disability Discrimination Act in Schools and Early Years Settings

<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/>

Reasonable adjustments for Disabled Pupils

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/key-concepts/reasonable-adjustments/>

Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded_files%2Fguidance_on_matters_to_be_taken_into_account_in_determining_questions_relating_to_the_definition_of_disability.pdf&ei=cls8Ub21I-GP7AahgYGQCQ&usq=AFQjCNFfomnFA6mFhZmERSCa6qGzCVW5Rw&bvm=bv.43287494,d.d2k

Equality Act 2010 (Schedule 10)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Equality Act (2010) A guide for those working with learners with sensory impairment: National Sensory Impairment Partnership (Nat SIP), Revised – March 2012

Our School Context

Queen's Crescent School is a 12 class primary school. In the last three years the number of 4 year olds within the designation area has fallen, however, out of area requests continue to create oversubscription. Out of area admissions have resulted in a much greater social mix. Evidence of this is our school being awarded extra funding for relate counselling due to a higher deprivation index compared to other local schools. Data shows that the very large majority of the school population is principally White British with a small proportion ethnic minority children (8%). Less than 5% have EAL. The amount of children supported at SEN My Plans is broadly average. With have a number of vulnerable children and children with disabilities.

Through our aims referred to above, we will endeavour to develop learners who are:

- self-aware, and have the necessary skills and knowledge to take on challenges of the future
- confident learners who are adaptable and resilient, can think independently and communicate effectively
- Self-directed, and can question, reflect and persevere, active contributors, able to work effectively with others.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- **Access to Curriculum**
- **Access to Environment**
- **Engagement with children, young people, and their parents/carers**
- **Access to Information**

Access to Curriculum

In line with the new Teachers' Standards (September 2012), and a quality first teaching approach, Queens Crescent School will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to *differentiate* appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support themⁱⁱ.

Our school will:

- refer to Wiltshire advice and support
- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- be fully conversant with the range of intervention programmes
- take an informed and independent view of the possible literacy and mathematics interventions that are available
- ensure the effective supported transition of vulnerable children and young people
- evaluate the outcomes of our current additional provision and the value for money it provides
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of pupils and develop a strong culture for success
- enhance the life chances of our most vulnerable children
- provide effective professional development for staff and governors
- keep parents and carers informed.

Access to Environment

Queens Crescent School is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils with Autism Spectrum (ASD) or Physical Needs or Behavioural or Emotional Difficulties. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment dutyⁱⁱⁱ.

Queens Crescent School will ensure we access the best advice and guidance for supporting pupils with SEN.

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually

- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction.

Cognition and Learning

Our school will:

- follow the guidance in the Graduated Response to SEND Support (GRSS) document, which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary, secondary and special schools. This should be viewed as good practice arrangements which our school will work towards, using the assess, plan, do review cycle
- provide relevant and appropriate advice, training and assessment
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Services regarding curriculum access and wider issues, whenever necessary

Communication and Interaction

Our school will:

- ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions, such as creating individual work stations
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- have in place systems to assist safe travel around the school for pupils who are socially vulnerable e.g. accompanying the pupil from lesson to lesson
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Services regarding curriculum access and wider issues, whenever necessary

Social, Emotional and Mental Health Difficulties

Our school will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs^{iv}
- include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them
- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.
- ensure that specialist advice and training is sought from PCAMHS through attendance of their mental health forums.

Sensory /Physical

Physical/Medical

Our school will ensure that:

- handrails are provided on stairs
- a suitable space is available for therapy or medical needs
- school staff are available to liaise with visiting professionals
- staff attend manual handling training, where manual handling is a component of the support being provided
- the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms
- pupils with mobility difficulties are taught in accessible teaching rooms
- venues for educational trips and visits are accessible for pupils with mobility difficulties.

Visual

Our school will ensure that:

- general and room signs are easy to read and at the correct height
- Carry out painting of the edges of steps and ramps
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym
- lighting on stairwells is adequate
- handrails are provided that do not end before the top or bottom step
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter; have one way travel systems in narrow corridors

- we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.

Hearing

Our school will

- Ensure that teachers receive regular visits from hearing impaired advisor.
- ensure all new building complies with the *Acoustic Design of Schools* guidance (BB93^v)
- consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors etc.
- consider installing soundfields into new and existing classrooms as these benefit all pupils, improve behaviour and concentration, and take away the strain on teachers' voices
- ensure teachers attend the training provided by the Advisory Teacher for Hearing Impairment that is provided free of charge to schools with HI pupils.

Buildings

Our school will endeavour to ensure that:

- all new or remodelled buildings for SEND accommodation include withdrawal spaces, work stations or alternative classroom layouts, and internal or external time out spaces, including all necessary detailed design features;
- building improvements to help individual pupils will be progressed where individually appropriate and an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where there is clearly an efficient use of resources
- reasonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty^{vi} These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- we have an up to date Accessibility Plan that has been agreed by the Governing Body

Admissions

Our school will not take any action that might discourage the admission of any pupil with a disability.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

Engagement with pupils, parents/carers and the community

Queens Crescent School recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community^{vii}.

Access to Information

Queens Crescent School recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community.

As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus
- provide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers
- where necessary, provide sign language interpretation for parents, or information in alternative formats, e.g. using a specialised computer programme for visually impaired
- be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

Evaluation and Review

Accessibility plans

The responsible body of a school in England and Wales must prepare:

- (a) an accessibility plan
- (b) further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period:

- (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
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.^{viii}

Consultation on the ethos, content and intent of this Accessibility Plan Statement has taken place with:

Headteacher

SENCO

SEN Governor

Schools Business Manager

Footnotes:

ⁱ A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The term 'special educational needs' (SEN) has a legal definition:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

(Draft legislation on Reform of provision for children and young people with Special Educational Needs: September 2012)

ⁱⁱ <http://wiltslt.com/index.php/latest-news>

ⁱⁱⁱ Significantly, this change:

- places the auxiliary aid as the focal point, whereas auxiliary aids weren't expressly mentioned in the original definition
- removes having to look at a particular *provision, criterion or practice* and focuses on whether there is *substantial disadvantage*
- means schools are now looking at the *person* rather than the *procedures and practices*

^{iv} A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism, and speech, language and communication impairments (*Equality Act 2010*)

^v <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/BB93>

^{vi} See *vi*

^{vii} New regulations support parents' engagement in, and knowledge of, local services because they require Wiltshire (and other local authorities) to publish a short breaks service statement detailing for parents the range of services on offer in each area and the eligibility criteria that apply to them.

^{viii} <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>