

# Palatine Primary School

# Accessibility Plan



**Policy Created: May 2016**

**Ratified by the Management Committee:**

**Date of next Review: May 2019**

## Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

All schools are now required to plan for:

- Increasing access to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to pupils.

### 1. INTRODUCTION

- 1.1. As a generic Primary Special School, Palatine is dedicated to meeting the care, support and educational needs of pupils with learning difficulties. The purpose of this document is to identify how the school promotes access for all pupils with learning difficulties including those who may have additional aspects of need. It should be read in conjunction with other school policies, particularly the SEN information report and Equal Opportunities policy.
- 1.2. Palatine places the individual needs of the pupils at the heart of everything. Our school values are our starting point and enable us to ensure a culture of pupil-centred planning and a continuing commitment to review and revise provision and opportunities for learning and progress underpins all our actions. Barriers to access of the curriculum, environment or written information that become apparent are tackled to enable every pupil to progress successfully through the school.
- 1.3. Pupil's needs are diverse; they do not necessarily respond to a standard approach. Our aim is therefore to offer opportunities and access for all pupils through the wide range and flexibility of provision.
- 1.4. There are four aspects to accessibility:

#### 1.4.1. Curriculum

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We provide a holistic curriculum that encompasses the development of personal, social, learning and thinking skills as developmentally appropriate to pupils. This includes but is not limited to the National Curriculum. We aim to provide an inclusive curriculum:

1. setting suitable learning challenges
2. responding to pupils' diverse learning needs

### 3. overcoming potential barriers to learning and assessment for individuals and groups of pupils

- The curriculum is viewed as a flexible framework through which we can meet the needs of pupils.
- The EYFS curriculum enables our youngest pupils to make relevant choices giving them access to, and ownership of, their own learning paths and experiences suitable to their age and stage of development.
- The Impacts and Scerts frameworks enable us to provide the best and most appropriate learning to pupils with very specific needs
- Our Learning Powers provide a framework through which Personal Development, Social development and learning skills are monitored and enhanced
- Teachers promote learning for the full range of pupils by writing ILP's, differentiating the curriculum and prioritising intervention.
- The curriculum maps to the National Curriculum but allows for work on communication, mobility, sensory co-ordination, therapeutic play, personal and social development and independence.
- The curriculum and ethos of the school promote understanding of a healthy lifestyle and enjoyment in achieving

#### 1.4.2. Environment

- Accessibility is promoted by the use of wide corridors, hoists into a number of classrooms and facilities and a hydrotherapy pool.
- Accessibility for behaviourally challenging children is supported by a secure entry and exit system and spaces in which they can calm when required.
- Specialist, therapy rooms and sensory rooms are available
- Specialist equipment such as seating and height adjustable furniture, is available where appropriate within the school.
- Specialist resources to aid independence are also available where indicated by need including IPADS and Eye Gaze to enhance communication opportunities.
- A hoist and trampoline has been purchased to increase access to physical

development.

#### 1.4.3. Written Information

- As a special needs provision we use a range of communication aids to enhance the access of pupils to both written and verbal information. These include:
- Symbols
- Pecs
- Signing (our 50 Core signs are highly visible within our community)
- Technological, adaptive communication aids as required

#### 1.4.4. Additional Support

- Staffing for each class is a teacher with a small teacher child ratio. Where needs are higher, TA's are allocated for further support.
- Management and supervision of children with challenging behaviour is provided to ensure there is no reduction in accessibility to education for more vulnerable children. Highly individualised learning programmes are used to increase their access.
- Teachers make full use of other professional input and advice, e.g. Speech therapy, physiotherapy, occupational therapy, music therapy, EP, teachers from sensory support team and access to a play therapist
- Staff receive training and support to enable them to meet the needs of the class groups, e.g. Signing, PECS, Moving People, behaviour management and recognised restraint training.
- A number of teaching assistants have been trained to increase provision for all pupils e.g. Lego therapy, drawing and talking therapy, reading recovery, first class at number, learning mentoring

## 2. PLAN

Governors will evaluate this plan and monitor its progress on an annual basis.

Focus: To extend and improve facilities

Since 2012 the school has undergone extensive facility enhancement:

- Computer suite
- Trampoline
- Further dark room
- Increased therapy space

In 2015-6 the following will be completed:

- Immersive room
- Indoor and outdoor sand and water play
- Forest School area
- Primary playground upgrade

Target	Success Criteria	Tasks	Person Responsible	Resources
To provide a holistic learning and assessment framework for all pupils	Successful implementation of Impacts, SCERTS, the Learning Powers and progression of skills	These are detailed in the school improvement plan 2015-6	Deputy Head	
To ensure Forest Schools is accessed by all pupils	An effective Forest School provision for all	These are detailed in the school improvement plan 2015-6	Deputy Head and Forest School practitioner	
To extend the range of therapy provision provided in house	Successful use of Lego therapy, drawing and talking therapy and additional speech and language and occupational therapy work.	These are detailed in the school improvement plan 2015-6	Assistant Head	
To increase range of sports teaching provided	Pupils will access a greater range of sporting opportunity	These are detailed in the sports premium plan for 2015-6		
To obtain funding for extension/building work from LA and outside sources for the following: <ul style="list-style-type: none"> <li>• MUGA</li> </ul>	Funding awarded MUGA built Junior Playground enhanced	Contractors engaged to complete work (cross refer sports premium plan 2015-6)	Fundraising officer / SBM and PE coordinator	Meeting, planning time

Focus: To facilitate greater pupil voice, choice making and inclusion				
Target	Success Criteria	Tasks	Person Responsible	Resources
<ul style="list-style-type: none"> <li>To increase pupil decision making within learning</li> <li>To increase the voice of the whole school community in curriculum planning</li> <li>To increase inclusion opportunities by the creation of a joint play area</li> </ul>	<p>Increased voice of student council</p> <p>Increased involvement of pupils and their families in planning learning</p> <p>Joint playground with English Martyrs created and in use</p> <p>Significant development of personal and social, learning and thinking skills in order to enhance opportunities for inclusion</p>	<p>Student council meeting schedule and use of head boys and girls and older pupils to facilitate</p> <p>Whole school topic - opportunities provided for whole school community to contribute</p> <p>Playground planned and work completed with English Martyrs to ensure appropriate usage</p> <p>Use of the learning powers tool</p>	<p>Head</p> <p>Deputy Head</p> <p>SBM</p> <p>Head of Growth team</p>	<p>Meeting time</p> <p>Support for pupils</p> <p>Family support groups / open planning opportunities</p>