

Palatine Primary School

Accessibility Plan



Policy Created: May 2016
Reviewed: September 2020

Ratified by the Management Committee:

Date of next Review: May 2023

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) and the Equality Act 2010.

Improving standards in accessibility is of paramount importance to us and threads through all aspects of our practice and reflection. This plan draws together many of the key strands which we regularly review and develop. These help to ensure that all pupils have access to education that all schools are now required to plan for (by the duties in the Equality Act 2010):

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

Vision

Palatine places the individual needs of the pupils at the centre of all that we do as captured in our vision statement; 'our children, the heart of everything'. Each child who joins our school community is welcomed and valued regardless of sex, race, belief, gender identity, sexual orientation, physical disability or learning difficulty. 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.

As a Primary Special School for pupils with complex needs, Palatine is dedicated to meeting the care, support and educational needs of pupils with wide ranging 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.

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.

Curriculum

It is essential that the learning we provide for our pupils meets their learning needs. In order to do this the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted for individual pupils. We provide a holistic curriculum that encompasses development in communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical development. This includes but is not limited to the National Curriculum differentiated appropriately for each pupil. 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 Palatine toolbox provides a range of tools and approaches to support and enhance learning in specific areas of learning. This includes approaches such as Impacts, the Autism Progression Framework, Attention Autism, Downs Ed, Sunshine circles, Jump Ahead and nurture support.
 - Teachers promote learning for the full range of pupils by, differentiating the curriculum and prioritising intervention according to pupil need.
 - The curriculum and ethos of the school promote understanding of a healthy lifestyle and enjoyment in achieving.

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 is available to increase access to physical development.

Written Information

- 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 and adaptive communication aids as required

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 positive handling approaches.
- A number of teaching assistants have been trained to increase provision for all pupils e.g. Lego therapy, drawing and talking therapy, learning mentoring and Jump Ahead.

Plan:

Aim: to increase access to the curriculum for all pupils

Current good practice	Objectives	Actions to be taken	Person Responsible	Date
School curriculum adapted from the national curriculum provides schemes of work which cover communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical learning	To evaluate and as required increase diversity within the curriculum in order to ensure that all learners needs are fully met within it.	Dedicated time within INSET, dedicated staff time to undertake evaluation and research	SEMH subject lead and Acting Assistant Head (learning)	July 2021
The Palatine Toolbox provides a range of tools that can be used to support individual pupils in overcoming any barriers to learning in order that they can access the curriculum.	To ensure that all staff have appropriate training, knowledge, skills and support to utilise the tools successfully to support individual needs.	Dedicated INSET and staff meeting time Use of 'Toolbox Talks' and Pupil Progress meetings	Class teacher and Acting Assistant Head (pupil inclusion)	December 2020
Our assessment tool covers all areas of learning and is holistic and child centred.	To ensure that teachers are using assessment to enable them to fully understand where a child is in their learning in order that they can plan appropriate next steps whilst ensuring they are not limiting teaching to assessment points. Tool to become cloud based	Use of staff meeting time Use of line management and hub system to disseminate best practice	Acting Assistant Head (Learning) SBM TC-IT	January 2021 Easter 2021

Focus: To improve access to the physical environment

Current good practice	Objectives	Actions to be taken	Person Responsible	Date
All areas of the school building are physically accessible to all pupils	To work with the local authority to create a 4 classroom new build that will meet the needs of all pupils ensuring that the physical needs of those pupils who use wheelchairs or who are learning to walk have a high class environment	Attend meetings and complete required actions to ensure that the new build has functionality, layout and equipment to meet the needs of all learners (study plans, provide usage data, contribute ideas)	SBM, Head and Acting Assistant Head (complex needs)	Easter 2022
All outside areas are full accessible to all pupils	To provide a greater range of wheelchair accessible play equipment in current play space To ensure wheelchair accessible play equipment is part of the new build design and build	Utilise grant funding we have secured to purchase right equipment Attend meetings and complete required actions to ensure that the new build has functionality, layout and equipment to meet the needs of all learners (study plans, provide usage data, contribute ideas)	SBM and office and premises team SBM, Head and Acting Assistant Head (complex needs)	Easter 2021 Easter 2022

Focus: To improve the delivery of information to pupils

Current good practice	Objectives	Actions to be taken	Person Responsible	Date
<p>Wide range of tools use to support information delivery (signing, PECS, eye gaze, objects of reference, songs of reference, use of symbol assisted communication and technologies, Now and Next boards, visual support for emotional regulation and activities to support attention</p>	<p>To make sure that safety information is provided to children in a child friendly manner</p>	<p>To ensure SAPS is being used to support the delivery of key messages (teacher meetings) Competition to create signage and posters around school for use in class Child friendly policies to be created in work time of safeguarding team</p>	<p>DSL's Acting Assistant Head (Learning) DSL's</p>	<p>October 2020 October 2020 January 2021</p>
<p>Pupils contribute to evaluation within school (student council work including evaluation of class provision, contribution to PATHS, EOY reports and annual reviews)</p>	<p>To develop our holistic assessment system into a Wiki that is pupil accessible and accessible to their families</p>	<p>Work with technology providers on the next stage of delivery</p>	<p>Deputy Head TC-IT</p>	<p>July 2022</p>