

Wren Spinney School

Accessibility Policy and Plan



Last reviewed on: February 2020

Next review due by: February 2023

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind and embraces the principles of:

Lifelong learning

The development of effective lifelong learning is the main priority of Wren Spinney School. Our aim is to provide all students with a broad, balanced and differentiated curriculum within a safe, secure and supportive environment that fosters self-esteem, equips students to meet the challenge of further education, independent living or employment, instils a sense of good citizenship, and provides a framework for lifelong learning.

All students at Wren Spinney School have a learning difficulty or disability, a physical or sensory impairment or disability, or any combination of cognitive, physical, emotional, sensory or health factors that affect their access to learning. The school aims to identify and remove barriers for disabled students in every area of school life. We try to achieve this by

- Setting suitable learning challenges
- Responding to student's diverse needs
- Overcoming potential barriers to learning and assessment

The school aspires for all students to participate fully in all aspects of school life. These include sporting activities, art, music, dance and other creative work, educational visits including residential journeys and progression to a broad range of accreditation pathways. Wren Spinney School has an inclusive ethos and welcomes all children, young people and other visitors to the school regardless of disability, gender, gender identity, religion, belief, race or sexual orientation.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This policy and plan operates alongside the school's Special Educational Needs and Disabilities (SEND) policy and is consistent with it in terms of principles and approaches to resourcing. Wren Spinney School will actively seek to improve access for all to services in the ways set out below and will maintain an action plan which sets out the steps Wren Spinney School will take to achieve this. The action plan will be reviewed regularly and will be updated to take account of established improvements, changing needs, resource planning and availability, ensuring:

- the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students
- educational written material usually provided to all students, to be presented in an appropriate form where necessary to SEND students which takes account of their individual preferred method of communication
- the physical environment of the school buildings and grounds meet the needs of all Wren Spinney students, prospective students, staff and visitors - a culture of inclusion, mutual trust and respect between all members of the Wren Spinney's community is established and maintained
- a community that respects and celebrates the achievements of all students at all levels.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan working with Creating Tomorrow MAT and Northamptonshire LA

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. School Audit: Site Facilities

The school is built across a small site in a hollow; surrounded by houses and the main layout and fabric of the building is pre-1980. Despite this, there is generally good disabled access to all buildings:

- Main building: The hall and the library are part of the original build and all other aspects spiral out from here. This means the school seems to have one main corridor, however this splits off into other sections and rooms; which include 8 classes. The exterior access is level into the school from the main car park; which is very small for the size of staff numbers due to its geographical location. All pupils are transported via taxi, minibus or parental car onto the school site and main door. The amount of space for large numbers of vehicles is limited and creates congestion not only within the school but into the local street which the school sits at the end of a cul-de-sac. All modifications have brought corridors in line with current DDA regulation for new buildings (2017 to 2018). There have been multiple extension builds of decades and consequently the layout of the building has been reconfigured several times. Building includes 9 classroom bases, plus specialist food technology room, vestibular space, sensory spaces and safe space areas, 2.5m x 5.5m and 1.1m deep splash/therapy pool, meeting room, school offices, commercial kitchen and dining room/hall, medical room, staff room and multiple cubicle rooms (smaller than 12ft square) and a music room.

Circulation area fire doors:

Main door releases on fire alarm and all new exterior doors which are mag-locked release on fire alarm. 3 internal doors that close on alarm all other internal doors are general standard fire doors.

There are 4 hygiene facilities to support the personal care needs of physically impaired students; 4 changing rooms with beds and toilet facilities, 11 other toilet facilities and 1 disabled toilet facility for visitors.

Wheelchair access is achieved in the majority of the school; except the external entrance to music room.

Hoists are situated in 2 x classrooms, 1 x staff room, 2 x hoists overhead and chair winch in pool area, 3 x changing rooms. 1 x mobile hoist.

- 2 x mobiles outside.

Specialist Equipment

- Specialist ICT equipment to improve access to learning

Staffing Continuous Professional Development

Opportunities are regularly planned for all staff to effectively support students with special educational needs and disabilities, according to their roles and responsibilities. These will include:

- Manual handling and Compliance training for medication
- Sensory integration training
- Communication training
- Specialist IT equipment
- Pedagogy to meet the diverse range of needs and ensure participation and outcomes are very high across the school.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers an individualized and bespoke learning experience; along with a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p><u>Short Term Objective</u></p> <p>Initial audit and action plan identifies key areas of improvement</p> <p><u>Medium Term Objective</u></p> <p>Indicators for Total Communication best practice are recognised and developing across the school.</p> <p><u>Long Term Objective</u></p> <p>Total Communication is a feature of everyday school life and is experienced by pupils in all areas of the school.</p> | <p><u>Short Term</u></p> <p>Complete audit and learning walks for Total Communication Strategy. Write a Total Communication Policy and Action Plan. Communication profiles for each pupil are completed</p> <p><u>Medium Term</u></p> <p>Total communication indicators are a feature of the school and are observed within classroom practice and the wider environment e.g. dining hall at lunch, transitions to and from transport. SaLT provides an integrated model and training for staff on Speech and Language programmes.</p> | | <p>Short Term</p> <p>February 2020</p> <p>Medium Term</p> <p>September 2020</p> <p>Long Term</p> <p>September 2021</p> | <p>Pupil outcomes</p> <p>1.All pupils achieve planned progress in their communication targets on MAPP.</p> <p>2.All pupils use preferred communication methods and this is evidenced through school monitoring systems e.g. learning walks, communication audits.</p> <p>3.Pupils develop functional communication to express their needs, interests and interactions with the wider community.</p> <p>Leadership outcomes</p> <p>1.Evidence shows a</p> |

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| | | | <p><u>Long Term</u></p> <p>An enrich and embedded Total Communication Environment is noticeable with staff supported by peers and wider staff involved in Total Communication training.</p> | | | <p>clear strategy for Total Communication</p> <p>2. Monitoring activities shows a clear shift in Total Communication to being a general Tier 1 e.g. pictures/symbols and timetables to a bespoke individualized offer.</p> <p>3. Teaching and Learning shows key indicators for Total Communication have been met.</p> <p>4. The school environment and all staff have improved their own Total Communication practice.</p> <p>5. The school has embedded features and best practice of Total Communication.</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled visitor toilet • Personal Care and | <p><u>Short Term Objective</u></p> <p>Ensure security of whole site is compliant for safeguarding</p> <p><u>Medium Term Objective</u></p> <p>Ensure the fabric of the building is secure from</p> | <p><u>Short Term Action</u></p> <p>Perimeter fence to be completed by January 2020.</p> <p>Electronic entry for vehicle and pedestrian in place January 2020.</p> <p>Electronic entry in reception area 2018</p> | <p>Scott Smith Joanna Cliffe</p> | | |

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| | <p>changing facilities</p> <ul style="list-style-type: none"> • Medical room | <p>weather and safe against out of hours' intruders</p> <p>Safety of outside areas of school.</p> <p><u>Long Term Objective</u></p> <p>Update school pool to provide</p> | <p><u>Medium Term Action</u></p> <p>Roof felt is at the end of life and needs replacement.</p> <p>Removal of condemned mobile due to issues of safety and attraction to intruders onto site.</p> <p><u>Long Term Action</u></p> <p>New pool as a long term priority.</p> | | | |
| <p>Improve the delivery of information to pupils with a disability in the school environment</p> | <p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • A picture/symbol accessible website • Communication with parents reflective of their needs | <p>See above Total Communication development.</p> <p>Due to the high importance and strategic nature/complexity of developing Total Communication this is the main priority and incorporates the school environment and development of communication methods in the school.</p> | | | | |

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body of the CT MAT.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Complaints Procedure