



# Wren Spinney Community School

## Accessibility Plan

<b>Approved by:</b>	FGB	<b>Date:</b> Nov 2022
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<b>Last reviewed on:</b>
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<b>Next review due by FGB</b>	November 2025
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### **Wellbeing in our Trust**

- ***Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.***
  - *At Creating Tomorrow we:*
- Provide a nurturing, safe and supportive environment based on trusting relationships to:
  - Help everyone to understand and manage their emotions and feelings
  - Help everyone to feel comfortable in sharing any concerns or worries
  - Help everyone to form and maintain relationships
  - Develop self-esteem and self-worth
  - Encourage everyone to be confident and celebrate their individuality
  - Help students develop emotional resilience and manage setbacks
  - Provide a structured approach to education about relationships, sex and health
  - Support parents as partners in their child's learning and development.

### **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 students without discrimination of any kind.

At Wren Spinney School we are an inclusive setting to support young people with learning difficulties. To ensure that we can continue to offer a broad and relevant curriculum for all our children, regardless of their background, culture or ability, we need to ensure all barriers to participation in the curriculum, access to the physical environment and access to information are removed.

Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing values, we actively promote the importance of respect, resilience, community and tolerance.

## **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 severe 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 personal learning goals
- 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 community activities, celebration days (SMSC), 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 operate 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 preferred method of communication
- The physical environment of the school buildings and grounds meet the needs of all Wren Spinney Community School students, prospective students, staff and visitors - a culture of inclusion, mutual trust and respect between all members of the Wren Spinney Community School and the wider community, are 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 North 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 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 admin offices 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 11 classes. The exterior access is level into the school from the main car park; which is very small for the size of staff, however plans are in place to improve this. All pupils are transported via taxi, minibus or parental car onto the school site and students enter through the 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 where the school sits at the end of a cul-de-sac.

All modifications have brought corridors in line with current DDA regulations 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. The building includes 11 classroom bases, plus specialist food technology room, 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 skills for life room.

Circulation area fire doors:

Main door releases on fire alarm and all new exterior doors which are mag-locked released on the 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 the staff room.

Hoists are situated in 3 x classrooms, 2 x hoists overhead and chairs in the pool area, 3 x changing rooms. 1 x mobile hoist.

- 2 x mobiles outside.

#### **Specialist Equipment**

- Specialist ICT equipment to improve access to learning

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### **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 by 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
Increase access to the curriculum for pupils with a disability	<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</p>	<p><b><u>Short Term Objective</u></b></p> <p>Design a new flexible curriculum based on the Equals and Asdan curricula.</p> <p><b><u>Medium-Term Objective</u></b></p> <p>Embed and regularly review the new curriculum.</p> <p>Total Communication best practices are recognised and</p>	<p><b><u>Short Term</u></b></p> <p>Complete audit and learning walk for Total Communication Strategy. Write a Total Communication Policy and Action Plan. Communication profiles for each pupil are completed</p>	DHT - MT	<p>Short Term Aug 2023</p> <p>Medium Term Aug 2024</p>	<p>Pupil outcomes</p> <p>1. All pupils achieve planned progress in their communication ptofile.</p> <p>2. All pupils use preferred communication methods and this is evidenced through school monitoring</p>

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	<p>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>developing across the school.</p> <p><b><u>Long Term Objective</u></b></p> <p>Further develop - Total Communication is a feature of everyday school life and is experienced by pupils in all areas of the school.</p>	<p><b><u>Medium Term</u></b></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><b><u>Long Term</u></b></p> <p>An enriched and embedded Total Communication Environment is</p>	<p>Provision Leader - MS</p>	<p>Long Term September 2026</p>	<p>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 clear strategy for Total Communication</p> <p>2. Monitoring activities shows a clear shift in Total Communication to</p>
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			noticeable with staff supported by peers and wider staff involved in Total Communication training.			<p>being a general Tier 1 e.g. pictures/symbols and timetables to a bespoke individualised 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 Total Communication practice.</p> <p>5. The school has embedded features and best practices of Total</p>
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						Communication.
Improve and maintain security and access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled visitor toilet</li> <li>• Personal Care and changing facilities</li> <li>• Medical room</li> </ul>	<p><b><u>Short Term Objective</u></b></p> <p>Ensure CCTV is fit for purpose</p> <p><b><u>Medium-Term Objective</u></b></p> <p>Ensure the fabric of the building is secure from weather and safe against hours' intruders</p>	<p><b><u>Short Term Action</u></b></p> <p>CCTV to be up</p> <p>Electronic entry vehicles idle and pedestrians in place January 2020.</p> <p>Electronic entry in reception area 2018</p> <p><b><u>Medium Term Action</u></b></p> <p>Apply for CIF funding to replace the roof.</p>	<p>Scott Smith</p> <p>Joshua Gershwin-Williams</p>	<p>Aug 2023</p> <p>Aug 2024</p>	<p>CCTV – Updated and all internal areas are covered.</p> <p>CIF bid accepted or plan in place to maintain and replace the roof within 5 years.</p>

		<p><b><u>Long Term Objective</u></b></p> <p>Update school pool to provide</p>	<p>and attraction to intruders onto the site.</p> <p><b><u>Long Term Action</u></b></p> <p>Refurbish the existing pool</p>		August 2024	Feasibility study complete and / or pool is refurbish
<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"> <li>• Internal signage</li> <li>• External signage</li> <li>• Sign-a-long</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>See above Total Communication development.</p> <p>Due to the high importance and strategic nature/complexity of developing Total Communication, this remains a priority and incorporates the school environment and development of communication</p>	<p>See above Total Communication development.</p>		August 2026 (on going)	Total communications embedded within the school.

	<ul style="list-style-type: none"><li>• A picture/symbol accessible website</li><li>• Communication with parents reflective of their needs</li></ul>	methods in the school.				
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Insert policy name

## **5. Monitoring arrangements**

This document will be reviewed every 3 years but maybe 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
- Complaints Procedure