



# Spring Grove School

## ACCESSIBILITY PLAN

**November 2014 to October 2017**

This policy is applicable to all pupils, including those in the EYFS

### **ETHOS AND AIMS OF SPRING GROVE SCHOOL**

Spring Grove School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states

*“We will develop all the children who join Spring Grove to their full potential, academically, socially, physically and emotionally in a supportive, caring and friendly community. Within a beautiful rural setting our school is small enough for us to know every child and their family and encourage them to support the school motto: ‘Always Do Your Best’.”*

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. In the most recent building developments we have included ramped entrances. We have also included a height adjustable touch screen TV into our Reception classroom.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, at Spring Grove School we encourage the use of overlay material in class and (soft) coloured backgrounds on display boards and interactive screens. In EY we use visual timetables, sign language and sensory equipment. Our SEN department room (The Den) is equipped to cope with the children’s needs. Appropriate training is given to staff who work with children with specific needs. Please note that staff are aware of their responsibility to respond to specific needs and are aware of which children require extra support.

A comprehensive list is kept up to date in the SEN folder on the school network which is accessible to all staff.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

At the present time, the school has no statemented pupils. There are 16 children on our Learning Support list, one of whom is English as Additional Language (EAL). There are several bi-lingual children but for all these, English is their first language. Pupils with individual education plans are monitored termly to assess progress relating to their Individual Education Plan (IEP) targets.

We have pupils who have been diagnosed with dyslexia, hearing deficiency, ADHD and Asthma, all of whom are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Spring Grove School. We presently have 0 staff with medical disabilities but all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We presently have no governors on our governing body with medical disabilities. We would always make the necessary adjustments to ensure that this individual can travel to and from meetings and has access to all the necessary information and equipment to enable him/her to fully and actively undertake his role.

At Spring Grove School we include a disability policy review on an annual basis and as and when issues are raised. The headmaster together with a member of the SMT (most probably the Bursar) and a Governor will ensure that the policy is reviewed and will co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the school's disability inclusion, SEN and learning support policy
4. to prepare the school's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis

In 2013 we undertook an internal audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils, parents and governors

were considered. In 2015 we shall undertake an audit via a questionnaire in order to ascertain the views of all members of the school family and ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. We shall use the results of this audit to ensure changes are made where appropriate.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above).

## **ACTION PLAN**

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Spring Grove's audit and continuous monitoring of the above has informed the action plan below which relates to the requirements of the Equality Act 2010 on special educational needs and disability:

| <b>Equality Act 2010</b> | <b>Description</b>  |
|--------------------------|---|
| 3.2 (a)                  | <p>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;</p> <ul style="list-style-type: none"> <li>• SEN Coordinator is a full-time member of the teaching staff and shares a Year 3 class with the Director of Music. She is well-qualified and is keen to participate in on-going training and has taken part in local IAPS District SEN Training.</li> <li>• The SENCO has developed a good working relationship with professional consultants ensuring that pupils benefit from their expertise.</li> <li>• The SENCO communicates effectively with members of the teaching staff and ensures there are effective reporting procedures to ensure that children's individual needs are identified.</li> </ul> |
| 3.2 (b)                  | <p>Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled</p> <ul style="list-style-type: none"> <li>• IEPs are used to ensure that individual needs are identified.</li> <li>• Regular sectional meetings include discussion on SEN pupils.</li> </ul>  |

|         |  |
|---------|--|
| 3.2 (c) | <p>Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.</p> <ul style="list-style-type: none"> <li>• With regard to all building developments planning takes into consideration children with SEN needs.</li> <li>• The games and extra-curricular programme takes into consideration all pupils' needs whatever their needs.</li> </ul> |
|---------|--|

| Target  | Standard To Be Met | Action Required   | Lead                | Resources Required                       | Evidence of Impact on Stakeholder                                  | Target Completion Date (short/medium or long-term)  |
|---|--------------------|---|---------------------|--|--|---|
| Ensure access to planned new Music Department will allow proper access to children and adults of all abilities. | 3.2 (c)            | Doorways to allow wheelchair access                       | Governors           | Included in overall cost of development. | Ensure that access is open to all.                                 | April 2014 Achieved   |
| Any new build will have disabled access that will comply with the appropriate standard                          | 3.2 (c)            |   | Governors           |  |  | On-going.   |
| Improve provision of personal laptops   | 3.2(a) and (b)     | SENCO to determine individual needs and advise Headmaster | Headmaster / Bursar | Cost                                     | Provision can enhance the quality of work provided for SEN pupils. | On-going<br>n.b. Summer 2014: the PTA has provided school laptops which are kept in a central storage area. These provide access for all pupils in KS1 and 2. |

Bill Jones  
Headmaster  
November 2014

Updated June 2015