

Matravers School Accessibility Plan Statement 2018-2019



Our Inclusion Vision...

...is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community. We want to ensure that their unique needs are recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these children and young people to achieve all that they can. This vision and the information contained within this statement is consistent with the Children and Families Act 2014, SEND Code of Practice 2015 and the Equality Act 2010.

Our aim is for every child and young person to:

- Have high ambitions and stretching targets which enable them to develop the necessary skills and knowledge to respond effectively to the challenges of the future;
- be confident; have a strong sense of right and wrong; be adaptable and resilient so that they are prepared for adulthood;
- develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning;
- be able to contribute, work and communicate effectively with others, and to strive for excellence.

Our students are at the centre of what we do and we will work with them to ensure their voice is heard so that they can participate wherever possible in the discussion and decision making about their educational provision and support. We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

We will ensure that we:

- develop our school culture, policies and practice to ensure they are inclusive of all pupils;
- encourage our staff to access the right training and ongoing professional development to enable our continued focus on the process of further developing an inclusive approach to education;
- found our inclusive approach on respect for difference and a commitment to building relationships that benefit every child and young person;
- offer all our pupils excellence, choice, flexible and appropriate support, and support and facilitate the inclusion of their views.

Our School Context

Through our aims referred to above, we will endeavour to develop learners who are:

- happy, dynamic, creative, successful, resilient and ambitious;
- self-aware, and have the necessary skills and knowledge to take on challenges of the future and are prepared for adulthood;

- confident learners who are adaptable and resilient, can think independently and communicate effectively
- self-directed, and can question, reflect and persevere, active contributors, able to work effectively with others.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- **Access to Curriculum**
- **Access to Environment**
- **Engagement with children, young people, and their parents/carers**
- **Access to Information**

Access to Curriculum

In line with the new Teachers' Standards (September 2012), and a quality first teaching approach, Matravers School will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to *differentiate* appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Access to Environment

Our school is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils who need it, for example some of those students with Autism Spectrum Disorder (ASD).. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty.

Our school will ensure we access the best advice and guidance from the Inclusion Development Programme (IDP) for supporting pupils on the Autism Spectrum, including a 'Sensory Audit for the School Environment' as well as referring to Support in Wiltshire for Autism: School Strategies (SWASS). We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually
- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction.

Cognition and Learning

Our school will:

- follow the guidance in the Graduated Response Assessment (GRAS), which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary, secondary and special schools. This should be viewed as good practice guidance which our school will work towards meeting
- provide relevant and appropriate advice, training and assessment
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that we comply with the Enhanced Learning Provision guidance for pupils on the autism spectrum, e.g. provide a social area for unstructured times and life skills work, including an option to eat lunch in this area; provide specialist individualised resources and a flexible timetable;
- Support teachers in ensuring their daily classroom practice and the learning opportunities they offer are accessible to students with cognition and learning needs, such as dyslexia

Communication and Interaction

Our school will:

- ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions, such as creating individual work stations
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- have in place systems to assist safe travel around the school for pupils who are socially vulnerable e.g. accompanying the pupil from lesson to lesson
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary
- ensure that we comply with the Enhanced Learning Provision guidance for pupils on the autism spectrum, e.g. provide a social area for unstructured times and life skills work, including an option to eat lunch in this area; provide specialist individualised resources and a flexible timetable.
- Support teachers in ensuring their daily classroom practice and the learning opportunities they offer are accessible to students with communication and interaction needs.

Social Emotional and Mental Health

Our school will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs
- include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special

educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them

- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.
- Effectively use the support available to us as a THRIVE HUB school to support students with social, emotional and mental health needs.
- Support teachers in ensuring their daily classroom practice and the learning opportunities they offer are accessible to students with social, emotional and mental health needs.

Physical and/or Sensory, Medical

Our school will:

- ensure that wherever possible reasonable adjustments are made to existing classrooms and school accommodation to take account of physical and sensory needs;
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- have in place systems to assist safe travel around the school for pupils who have physical disabilities;
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary

Admissions

Our school will not take any action that might discourage the admission of any pupil with a disability.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

Engagement with CYP, parents/carers and partners

Matravers recognises the importance of the child's voice and we want to work in partnership with our students. We also know that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community.

Access to Information

Our school recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community.

As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus

- provide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers
- where necessary, provide sign language interpretation for parents, or information in alternative formats, e.g. using a specialised computer programme for visually impaired
- be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

Issued / last updated:	November 2018
Adopted by Governors:	27/11/18
Reviewed by:	FGB
Review interval:	Annually



MATRAVERS SCHOOL ACCESS PLAN 2018-19

Accessibility Planning Template

Improving access to the physical environment

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	<u>Ensuring that the site is safe secure and accessible while the PSBP2 build is ongoing.</u>	Weekly safety update in assemblies for students. Safeguarding plan and arrangements in place. Close liaison with the construction company. Flexible approach and careful planning for events where parents will be attending school site.	All students will know how to keep themselves safe. All adults will be aware of the precautions in how to keep themselves and children safe. Parents, carers and other services will be able to visit the site safely.	On going
Medium Term	<u>Buildings work meeting accessibility legislation.</u>	Secure handover of building fully compliant.	For the new build to meet all regulations regarding accessibility.	December 2019

Long Term	Second phase of the PSBP2 in the removal of the building to ensure that it is fully accessible and safe for all to use.	Consideration of the slope of the site and ensuring it is safe for wheelchair users. Ensure all surfaces are safety compliant for all pupils.	For the modified part of the school site to meet all regulations regarding safety and accessibility.	June 2020
------------------	---	--	--	-----------

Improving access to the curriculum

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	Ensure all staff have quick and easy access to the SEND information about the students that they teach so that they can differentiate appropriately and effectively.	Careful planning of CPD for staff Lesson observations and work scrutiny Monitoring of student progress.	All students will make at least good progress and will be able to confidently access their learning.	On going
Medium Term	Supporting staff to differentiate effectively including ensuring a dyslexia friendly classroom environment.	Careful planning of CPD for staff Lesson observations and work scrutiny Monitoring of student progress. Embed the use of buff coloured exercise books across the curriculum.	All students will make at least good progress and will be able to confidently access their learning.	On going

Long Term	Improving ICT facilities to enable all students to use the appropriate accessibility features to aid their learning.	Support students to learn how to use our current facilities. Research the best ICT resources to support students in learning. CPD for teachers to enable them to effectively support learning using technology.	Students will demonstrate a level of autonomy and independence in their learning. All students will make at least good progress and will be able to confidently access their learning.	On going
------------------	--	---	---	----------

Improving access to information

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	Ensure that information is sent home to parents in a variety of formats to ensure that it is accessible.	Ensure that Parent Mail continues to be used to maximum effectiveness. Ensure that parental correspondence is made available on line and in paper form whenever needed.	Increased range of accessible documentation.	On going
Medium Term	Review of the website and its level of accessibility.	Regular review of the website with accessibility in mind to ensure it meets with the necessary standards and regulations.	All users are able to access the school website, locate and review the information they need.	On going

<p>Long Term</p>	<p>Review the way information is communicated with parents and carers.</p>	<p>Gain feedback from parents about the effectiveness of communication and the best ways to improve it. Review the effectiveness of Parent Mail as a communication stream.</p>	<p>Improvements made to the way information is shared with parents to ensure it is accessible for all.</p>	<p>Academic year 2019-20</p>
-------------------------	--	--	--	------------------------------