



Matravers School Accessibility Plan Statement 2017-2018

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, and for their unique needs to be 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.

Our aim is for every child and young person 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
- 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.

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 in order to include all our pupils
- access the right training and ongoing professional development to enable our continued focus on the process of further developing inclusion
- 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:

- self-aware, and have the necessary skills and knowledge to take on challenges of the future
- 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 with Autism Spectrum Disorder (ASD), Behavioural or Emotional Difficulties. 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 Wiltshire Indicators and Provision Document (WIPD), 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.

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.

Behaviour, Emotional and Social Development

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.

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

Our school recognises 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:	July 2014
Adopted by Governors:	Re-adopted 11/7/17
Reviewed by:	FGB
Review interval:	Annually



Appendix 1

MATRAVERS SCHOOL ACCESS PLAN 2017-2018

Access to Environment

Item	Activity	Lead	Timescale	Cost
Learning Support	Review and upgrade entire Area of School to ensure it provides suitable access to curriculum & environment.	Headteacher School Business Manager SENCo	Sept → Dec 2016 COMPLETED	£50,000
Handrails	Investigate suitability of all aspects of site in enabling all students to be able to move safely around.	School Business Manager	Dec 2016 → Mar 2018 WORK STARTED – to be completed by March 2018	£TBC
Buildings Work	Ensure all new buildings take account of accessibility requirements.	Headteacher School Business Manager	Ongoing	£TBC

Access to Curriculum

Item	Activity	Lead	Timescale	Cost
Differentiation	Through training programmes support teachers to understand how to support all learners.	Deputy Headteacher	Ongoing	£0