

Vale of Evesham School

A SPECIALIST SCHOOL FOR COGNITION AND LEARNING
- ENABLING LEARNING IN THE COMMUNITY



Vale of Evesham School

Accessibility Plan

Date: June 2018

Review Date: June 2021

Persons Responsible: Kelly Pearce

Statement of Intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Vale of Evesham School to increase access to education for pupils in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

| | | |
|-------|--------------------|-------------|
| _____ | Headteacher | Date: _____ |
| _____ | Chair of governors | Date: _____ |

Next review date: _____

Planning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome | Review |
|-------------|---|--|--|------|---|--------|
| Short term | Increasing number of pupils for September 18 | Is there enough table, chairs and other equipment of the appropriate size | Head Teacher Teachers Business Manager Site Manager | | School is aware of accessibility barriers to its physical environment, and will make a plan to address them | |
| | Children with physical needs growing and no longer fit their specialist equipment | Liaison with Occupational Therapist, Moving and Handling trainer and business manager to monitor growth and when children are likely to need new classroom chairs, slings and other equipment purchasing | School business manager Occupational Therapist Moving and Handling trainer | | plan in place monitoring the equipment needs of the pupils with physical disabilities | |
| Medium term | Children with physical disability unable to access all areas of the school / classrooms due to lack of fixed tracking hoists and Health and Safety of | Where possible fixed tracking to be put into as many classes and whole school areas as possible. Also to be taken into consideration with the new | Head Teacher Representative from hoist companies / Building surveyors Occupational Therapist | | Learning environment is accessible to pupils with visual impairments | |

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|------------------|---|--|---|--|---|--|
| | staff and pupils | builds (see SIF bid info) | Health and Safety officer Moving and Handling Trainer | | | |
| Long term | School and Nursery has increasing numbers and the space will no longer be fit for purpose | Continued building work increase in the size of the school buildings – all the be made fully accessible for all – tracking, lifts / ramps where needed | School business manager/building contractors Head Teacher Trust | | Space if suitable for all and fit for purpose | |

Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils can access learning following the schools curriculum and accreditation schemes. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------------|--|--|--|------|--|--------|
| Short term | Changing need of pupils moving from First school to Middle school and Middle school incorporating Year 5 pupils. | Curriculums and schemes of work need adapting to meet the wide range of needs of the pupils as they move through the school - Middle School schemes of work adapted to meet the needs to the new year 5 and 6 pupils | Assistant Head teacher Middle School Teachers and Teaching Assistants Middle school and KS2 in First School | | The scheme and of work and curriculums for middle school are suitable for all pupils in the dept | |

| | | | | | | |
|---------------------------|--|---|---------------------|--|--|--|
| <p>Medium term</p> | <p>Increasing number of pupils with difficulties accessing learning in conventional ways</p> | <p>Teaching and Learning styles and learning environments to be adapted to enable more 'active learning' approaches. Incorporating communication friendly spaces</p> <p>Improvements to inside and Outside learning environments including the sensory room</p> | <p>Whole school</p> | | <p>Increased 'active learning' seen in plans, environments and observations</p> <p>Sensory room will suitably equipped and fit for purpose</p> | |
| <p>Long term</p> | <p>Increasing number of pupils with difficulties accessing learning in conventional ways</p> | <p>Systems to continue monitoring the needs of all pupils and adapting curriculums, accreditation and schemes of work as pupils move through the school</p> | <p>Whole school</p> | | <p>System in place to audit the learning needs of pupils and what the appropriate curriculum / accreditations are</p> | |

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| Short term | Information is not easily accessible for all parents | Increased use of technology and social media to communicate with parents | Whole school | | | |
|--------------------|---|---|------------------|--|---|--|
| | New staff not being able to communicate with pupils | Training for new staff in communication, signalong and other communication approaches. Key words / phrases in home languages | New staff SMT | | New staff are able to communicate with the pupils they are working with | |
| Medium term | As pupils move through the school not all staff able to communicate with pupils | Monitoring and audit of staff and pupils needs. Ongoing CPD for all staff around communication Liaison with SaLT Key words / phrases in home languages | Whole school | | Staff are able to communicate with the pupils they are working with | |
| Long term | Management will not know the communication needs of all a parents and pupils | Audit of communication of pupils and parents as pupils move through the school and new pupils arrive | SMT | | Management to be aware of communication needs of all pupils and parents | |

For EAL parents language can be an issue for accessing communication but it is not due to a disability do we include it?