

## PROPRIOTORS ACCESSIBILITY PLAN September 2018

### Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

### Orchard School Strategy:

The Orchard School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

### Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the [Parent Policies Folder](#) in the reception area, and on request a copy may be obtained from the School Office.

**In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of,contractors, agency staff, volunteers and proprietor.**

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Proprietors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: Reviewed September 2018

Anne Burton  
Headmistress/Proprietor

Louise Burton  
Deputy Head/Proprietor

This is a three-year rolling plan to ensure compliance with Schedule 10 of the Equality Act 2010 for both sites i.e. Sharpenhoe Road and Higham Gobian Road, to show how it will progressively meet the demands of the Disability Discrimination Act. A pre-requisite to drawing up the Accessibility Plan has been the completion of space audits at both sites.

### **Introductory statement**

We are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Orchard School is committed to increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum by continuing to adjust reasonably to allow disabled pupils to access educational provision at our school. Orchard School (on both sites) has an established reputation as an inclusive school, and are determined to develop our skills and knowledge in specific learning difficulties. The current ability range of the children is on a continuum from those with moderate learning difficulties through to gifted and talented.

### **Background:**

#### **Orchard School's layout and facilities**

Sharpenhoe Road site has a ground floor, first floor and second floor used for storage. The Higham Road site is a single storey building. Whilst we are limited as to the number of children with physical disabilities who can be safely accommodated on either site, we are pleased that we have been able to make modifications as follows:

#### **At Sharpenhoe Road**

- Children from under one to three years of age are accommodated on the ground floor and first floor of the house. Access is via the front door to the ground floor classes and staircase to the first floor classes. Non-walking children can if necessary be carried up and down the stairway, as during emergency evacuation of building.

#### **At Higham Gobian Road Site (EYFS Russet and Reception)**

- Three years of age to four are accommodated in the Russet class with access directly to the outdoors. Changing, toileting and medical facilities are also available in this area. Breakfast and lunch are served within the nursery area. If a child on roll has a temporary disability, such as a broken leg, we can make arrangements as play and toileting facilities can be accessed easily.
- Our Reception class has also direct access to the outdoors. Meals are eaten with the rest of the school in the hall.
- We have experience of working with three and four year olds who display a range of disability, including delays in learning, and we are keen to extend our knowledge and skill in this area.

#### **At Higham Gobian Road Site (Key Stage 1 and Key Stage 2)**

- All classrooms have direct access to the outdoors. There are toileting facilities adjacent to Prep 2 (Year 2) at the end of the entrance corridor. All other toilets are accessed through reception area.
- We have experience of successfully accommodating a child with a temporary disability (broken leg) necessitating the use of a wheelchair.

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- We welcome children where we are able to provide appropriate provision to manage their disabilities and enable them to become as personally adequate, socially competent and independent as their potential will allow.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school in the following areas:

#### **Principles of operation:**

- to always look for and consider ways to increase the extent to which disabled pupils can participate in the school curriculum;
- to have in place contingency plans for pupils who have returned to school after an accident or illness, enabling them to have full access to the curriculum;
- to continually aim to improve the physical environment in order to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, whenever required.
- to promote Orchard School as being able to cater for children with specific learning difficulties (dyslexia, dyscalculia, dyspraxia).
- to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- This delivery of information must be made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences by them or their parents.

#### **Strategies:**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Admissions Policy
- Disability Policy
- Health and Safety Policy
- Special Educational Needs Policy.

The Plan is to be monitored through reports by the Headmistress. The plan is updated at regular intervals to ensure that targets are met and there is a clear process for forward planning. The purpose is to:

- Ensure on-going liaison with organisations that are able to offer specialist advice and training.
- Complete an accessibility audit to identify where physical, curriculum and communication adjustments should be.

#### **Timeframe**

- Links with disabled groups and organisations, along with those able to offer specialist advice, are to be ongoing and developmental based on identified needs, local opportunities and processes to meet agreed objectives;
- CPD and INSET will continue to be prioritised and ongoing.

#### **Outcomes**

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- Nursery, under three provision, to have transferred to main school site;
- Associated change and adaptations within school procedures to ensure the special and additional needs of children can be met within the school;
- Adapted, curriculum, electronic or other materials;
- Modified teaching delivery;
- Provision of additional services if they were to be required such as prospectus, newsletter in audio, Braille, large print forms if required.

### Success Criteria

- Anticipated Outcomes in Place, with the school over the next three years being wholly accessible in curricular, premises and communication terms to all the people who may be served by it.

### Progress as at September 2018

- Space audit to be performed and be completed; See classroom audit implement home tuition programme if a child's injury/illness temporarily prevents access to the school; <https://www.education.ie/.../Home-Tuition.../Home-Tuition-Information....by S Maria - 2014>
- The **Home Tuition Scheme** provides for tuition in the home for children who are unable to attend school due to a significant medical condition.

### Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. [unesdoc.unesco.org/images/0011/001184/118455eo.pdf](https://unesdoc.unesco.org/images/0011/001184/118455eo.pdf) their classrooms more '**welcoming**', more responsive to the learning needs of all **children**.

Where the school agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the school of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of disabled pupils, the school requires full information. The school asks all applicants for admission to the school to disclose whether they have any disability or other condition or educational need of which the school should be aware.

In assessing a pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

The Special Needs and Disability Act 2001 refers to disabled pupils in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

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| TASK OR ISSUE   | ACTION  | LEAD   | TIMEFRAME             | STATUS   |
|---|---|--------|-----------------------|----------|
| Appoint SENDCO  | Appointed for whole school and will liaise with reference to SEND.  | SENDCo | In-place              | Achieved |
| Ensure English as an Additional Language (EAL) provision to allow all pupils to participate fully in language work at the start of Key Stage 2  | All EAL pupils receive additional support.  | SENDCo | On-going              | Achieved |
| Develop Assessment materials to monitor pupils with difficulties writing at speed   | SENDCo to consider appropriate resources for assessments.   | SENDCo | On-going              | On-going |
| Review methods of assessment and learning support provision.  | Methods of assessment and learning support provision will be reviewed by the SENDCo to ensure consistency where practical   | SENDCo | On-going              | On-going |
| For pupils who require hearing aids the school will provide the teacher and pupil with a closed circuit relay device which makes the lesson more approachable by the pupil.   | SENDCo and Bursar to organise closed circuit relay devices as and if required.  | SENDCo | On-going as required  | On-going |
| Monitor provision for pupils with disabilities on all residential visits including day, week trips. EVC to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific pupils including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organizers and leaders; trip leaders to receive EpiPen training. | Blanket medical form which enables pupils to go on all educational trips throughout the year. Currently there is a space for special or medical needs on the 'School Visits' form.<br>EpiPen training for staff.<br>Review how is allergy info initially sought/received, coordinated, and who is in charge of keeping track. | EVC    | With immediate effect | Achieved |
| Provide ramped access to pupil entrance to Prep 2 (Proposed Beacon area )   | Bursar  | Bursar | Summer 2016           | Achieved |
| Consider provision of viewing panels in all appropriate doors currently without these .   | View panels in all doors as appropriate – and in new build  | Bursar | Summer 2016           | Achieved |
| Learning Support Co-ordinator to ensure pupils with learning difficulties (e.g. dyspraxics, dyslexics) receive extra time to complete longer projects where appropriate   | SENDCo to review procedures and ensure appropriate action is Implemented  | SENDCo | On-going as required  | On-going |

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|  |   |                  |                       |                       |
|--|---|------------------|-----------------------|-----------------------|
| Develop staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties.  | SENDCo to create a programme /organise training which can be delivered to support staff with teaching and learning for SEND pupils  | SENDCo           | On-going as required  | On-going              |
| Consider whether extra computers are needed to introduce touch typing programme to assist pupils with hand writing or poor co-ordination.  | SENDCo to review to seek advice from next stage schools. 25 Chrome books purchased for use. (Bedford school use Chrome Books)   | SENDCo           | Summer term 2106      | Investigation ongoing |
| Produce Key Stage Learning Support booklets for core subject – with subject specific information and useful teaching strategies to help teachers deliver the curriculum.   | Deputy Head and SENDCO to work together to create information booklets specifically targeted at supporting teaching and learning of the curriculum. Material prepared for information evenings throughout year to build up core subject data.   | Dep Head/ SENDCo | Autumn 2017           | Ongoing               |
| Access to Forum to facilitate pupils with organization or memory problems  | Teachers to ensure pupils have access to Forum to support their needs   | IT Advisor       | Autumn 2017           | As needed             |
| Investigate alternative forms of written materials for visually impaired pupils.   | SENDCo to investigate and seek advice from next stage schools   | SENDCo           | On-going as required  | Planned               |
| Review Screening procedures on entry at 7+, to ensure all pupils with learning difficulties are identified.  | Completed on entry to school will help to identify learning difficulties/differences. SENDCO to monitor procedures and adjust as necessary.   | SENDCo           | Summer Term 2017      | Investigation         |
| Identify alternative methods of data collection and recording e.g.mp3players/Dictaphones for pupils with disabilities  | SENDCO with DH for initial draft. Then Heads of Department and implementation through Schemes of work (Programmes of Study)   | SENDCo           | On-going as required  | Investigation         |
| Provide ramped accesses to all ground floor entrances.   | Bursar and SENDCO   | Bursar/SEND Co   | September 16          | Achieved              |
| Installation of slow action closure mechanisms to new doors on ground floor.   | Bursar/Project Manager  | Bursar           | September 2016        | Achieved              |
| Investigate improving access within plans for redecoration and refurbishment of buildings - ongoing. Consider appropriate colour schemes to benefit pupils with visual impairments and install window blinds where appropriate. All resigning should take into account pupils with visual impairments. (Make reference in all instances to Access audit before commissioning works.) | School development plan re: school extension, developing new facilities, continuing refurbishment and upgrading of existing facilities where appropriate. - To be built into a five year rolling programme. Advice taken from architect and research re: educational implications by Deputy Head. | Bursar           | Completed by end 2016 | Achieved              |

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