

The Shrubbery School



Three Year Accessibility Plan

November 2016-2019

The Shrubbery School is a co-educational, independent school for children from 3-11 years. The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the school. We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their ethnicity, age, disability, gender or background.

We acknowledge that there may be times when this is impossible or inappropriate, despite our best wishes or best efforts.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask all applicants for admission to the School to disclose whether they have received any learning support, or had any external assessments, for example, by an Educational Psychologist, or have any disability or other condition of which the school should be aware. The school will be sensitive to any issues of confidentiality.

The Shrubbery School seeks to adhere to national frameworks for educational inclusion as set out in:

Education Act 1996

The Disability Discrimination Act (amended for schools 2001) and the Equality Act 2010

The SEN Revised Code of Practice 2014

ISI inspection

Aims of Accessibility Plan

The Equality Act of 2010 outlines the responsibilities The Shrubbery School has to its pupils, staff, parents and visitors.

We want to ensure that:

Any pupils, staff, parents or visitors are treated less favourably because of disability. Reasonable adjustments will be made to ensure that disabled people are not at a disadvantage in our school.

The Shrubbery School will plan to increase access to education for disabled pupils.

The quantifiable objectives of the Accessibility Plan in line with the planning duties of the Equality Act are:

1. To make the school curriculum more accessible for everyone, considering the needs of those with a disability or specific educational need.
2. Ensure that all information provided by the school for pupils, parents and staff, already in writing, is delivered in a format that can be accessed to disabled pupils, staff and parents.
3. To improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils, staff, parents or visitors can benefit from the education and facilities of the school and take a full part in school life.

We are working within a national framework for educational inclusion by

Education Act 1996

The Disability Discrimination Act (amended for schools 2001) and the Equality

The SEN Revised Code of Practice 2014

ISI Inspection

The Shrubbery School is also mindful of the United Nations Rights of a Child articles:
 Article 23: You have the right to special education and care if you have a disability.
 Article 28: You have the right to a good quality education.

1. ACCESS TO THE CURRICULUM AND OUT OF SCHOOL ACTIVITIES

SHORT TERM	TARGETS	STRATEGIES	ACTION	TIME SCALE	SUCCESS CRITERIA
	<p>Ensure all areas of curriculum can be assessed by children with disability. Differentiation in class lessons where relevant for child. Liaise with parents concerning children with sight/hearing problems to ensure position in classroom correct and child has correct aids.</p> <p>Curriculum material adjusted if necessary to allow access.</p> <p>Classroom noise reduction</p>	<p>Ensure timetabling in suitable areas for children with disability.</p> <p>Teacher planning considerations Meeting at 'Meet the Teacher' or start of term Check medical details and inform parents of food related tasks.</p> <p>Sight: Larger print copies of material may be needed. Larger print fonts. Pictorial cards Differentiated worksheets/simplified language. Wider lined exercise books and paper. Coloured overlays.</p> <p>Individual copies instead</p>	<p>Review child need, timetable and planning Work planned accordingly with success criteria</p> <p>Activity planned for – larger print sheets or individual copy.</p> <p>Consider activity and background noise</p>	<p>Nov 2016 and ongoing</p> <p>Ongoing</p> <p>Every July or Sept and ongoing if changes</p> <p>When planning activities</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All children with access to curriculum (last reviewed June 2019)</p>

	<p>Children with medical need e.g allergy ensure curriculum met with due care to allergens</p> <p>Children with emotional/mental health concerns underperforming in school</p>	<p>of looking at the board. . Hearing problems- certain activities will need quieter settings- interference with hearing aid</p> <p>Check medical details and inform parents of food related tasks</p> <p>Liaison with parents/ contact outside agencies where relevant. Establish staff member to be emotional health contact for children</p>	<p>Teacher to meet parents Ensure curriculum activity does not cause risk. Permission sought for activities.</p> <p>Education Plan- staff made aware. Emotional health and Well being staff member for mentoring available and checking in with children</p>	<p>Ongoing</p> <p>November 2018 and ongoing</p>	
MEDIUM TERM	Out of school activities, planning reviewed	Risk Assessments and Review of Outings. Review SEN Policy	Trip proposals and risk assessments to EVC	Ongoing New H &S Policy April 2019 *New risk assessment outline	All outings risk assessed and accessibility to all pupils ascertained. Reviewed for each outing

	<p>Class teachers monitor children-possible referrals to SENDCO.</p> <p>Where SENDCO provision in place, then Individual Education Plans implemented.</p>	<p>SENDCO sees child at teacher's request</p> <p>Individual Education Plans shared with staff-helps for differentiation</p>	<p>Risk Assessment review</p> <p>Following assessment SENDCO liaises with child, parents and staff to complete Individual Plan</p> <p>Plans reviewed with child, staff and parents.</p>	<p>for Sept 2019 onwards</p> <p>Timescale – two weeks after assessment</p> <p>Ongoing</p>	<p>Ensuring curriculum accessible for all and progress made.</p>
LONG TERM	<p>Review impact of above to plot pupil progress</p> <p>Consider extra test time for children who need SENDCO support. Seek formal additional time for SATs at KS2</p> <p>Programmes investigated by SENDCO and Head to support children with literacy difficulties-</p>	<p>Look at Classroom Monitor, Books and Summative Tests</p> <p>Class teacher to reflect on performance in class, speed, writing time etc. Reading Age looked at.</p> <p>Catch Up Literacy- staff training for SENDCO and update training.</p>	<p>Specific target groups to be monitored.</p> <p>Apply extra time in tests and complete request on NCA tools for SATS</p> <p>Children meeting criteria to spend 15 min sessions following Catch Up Reading strategies</p>	<p>Ongoing</p> <p>Ongoing and May 2019</p> <p>November 16 onwards and ongoing</p>	<p>Progress of children with educational need or disability moves at the same pace as other children to show accessing curriculum</p> <p>To consider if extra time is beneficial for curriculum access and to show progress.</p> <p>Impact on Reading Ages for SENDCO</p>

	Liaison with outside agencies e.g Speech Therapists, Educational Psychologists for children with need.	Advice incorporated into plans for children.to Member of staff as emotional health and well-being guide make contact	with SENDCO. Speech Therapy activities. Teachers made aware of Child with focal Instruction/s peaking and listening activities planned	Nov 16 and Nov 18 Nov 18	children following the scheme. Children supported to access curriculum.
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2. ASSESS TO THE PROVISION OF MATERIALS

SHORT TERM	TARGETS	STRATEGIES	ACTION	TIME SCALE	SUCCESS CRITERIA
	Identify children who need alternative provision of materials	Parents to list on medical forms. Class teacher identification.	Children with hearing problems- position in classroom if relevant. Awareness of background noise for hearing aids and modification of activity if necessary. Check understanding	Dependent on child in class. Nov 16 Nursery Sept 17 Reception and Year 1 Sept 18 Y1	Child progressing and observation showing able to fully access material.
MEDIUM TERM	Differentiation of teaching materials e.g text for less able	Teachers to plan for - medium term	To consider stages of progress- how can child succeed- is material to be delivered in more manageable	Ongoing	Children progress and are still challenged (lesson observation/books) Overall progress monitored.

			sections for ability- while still offering challenge.		
LONG TERM	Review impact to plot pupil progress	Examine books, observation , CM and test results for	Audit all results	Plot progress of SENCO children	SENDCO children progress

3. THE PHYSICAL ENVIRONMENT OF THE SCHOOL

SHORT TERM	TARGETS	STRATEGIES	ACTION	TIME SCALE	SUCCESS CRITERIA
	.To improve disabled access to site Review disabled access	. Look at regulations and access	Door access compliant with disabled access requirements	Nov 16 17 18	Building inspection and audit. Audit disabled visitors able to access car park Car parking space marked and available.
MEDIUM TERM	Further resources and children's awareness increased of disability	Assembly Assembly themes on inclusion	Visit by Paralympian David Hill Ongoing	2016 2016 onwards	Feedback from children
LONG TERM	Improve access to Y1 classes Ramps for Junior school (present access via Nursery)	Door width and ramp access to be considered Legally part of any plans for renovation of Junior School blocks	To refer to restrictions caused by listed status of main school Ramps built as part of building work.	Ongoing – classroom move if disabled child admitted May 2017- plans postponed TBC	Audit Increased accessibility to Y1 Increased access for Junior Block

The plan will be available on the school website and a hard copy will be kept in the School Office.

