

## **ACCESSIBILITY PLAN**

### **Purpose of the Plan**

This plan shows how Churchward School intends, over time, to maintain and improve the accessibility for our disabled students, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

Increasing access for disabled students to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in outdoor learning, leisure and cultural activities, school visits and for Post 16 students, access to inclusive work experience placements.

Improving access to the physical environment of schools and local community. This includes access to minibuses with tail lifts and appropriate safety equipment to enable our physically impaired students to be able to travel to various locations within the local and wider community to give them the same opportunities for outdoor learning as their able bodied peers. We also aim to improve access to physical aids and other therapeutic equipment to enable students to access education.

Improving the delivery of written information to disabled students, parents/carers. This will include planning to make written information that is normally provided by the school to its students, parents/carers available in a variety of formats taking into account the students, parent/carers disabilities/ needs. The information should be made accessible within a reasonable timeframe.

### **Contextual Information**

Churchward School is a Secondary Free School for young people with Autism and/or SCID (Social, Communication and Interaction Difficulties). Churchward School is opening in temporary accommodation in September 2018 at Unit 4, Bagbury Park, Lydiard Millicent. This Accessibility Plan is for the temporary accommodation only and will be reviewed when Churchward moves to its permanent accommodation in 2020.

The building has been adapted to accommodate students who have learning difficulties including Autistic Spectrum Disorder (including complex behavioural difficulties) and severe to moderate learning difficulties. The school is on one level and is DDA compliant. There may be a small number of students who have hearing impairments and visual impairments and this is considered within the plan.

### Increasing access for disabled students to the school curriculum.

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children and young people. We aim to meet every child and young person's needs within classes that are specifically geared up to meet the needs of the individual learner in an inclusive school community.

The core values of Churchward School are to promote independence and interdependence for each member of the school community. This includes ensuring that all students are enabled to participate fully in the broader life of the school.

### Action Plan

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence off all staff in differentiating the curriculum	<ul style="list-style-type: none"> <li>Be aware of staff training needs on curriculum access</li> <li>Use twilight sessions 3X per year to use as training and development sessions for staff as appropriate</li> <li>Use the Brunel SEN Multi Academy Trust (BSM) expertise of experienced staff to provide on the job training and support for staff.</li> <li>To ensure that each staff member has a CPD appraisal target</li> </ul>	On-going as required	Headteacher	Raised staff confidence in strategies for differentiation and increased student participation and engagement
Ensure classroom staff have specific training on disability issues	<ul style="list-style-type: none"> <li>Be aware of staff training needs</li> <li>Staff to access appropriate CPD</li> <li>On-line learning modules if required</li> <li>In-house training as appropriate (inset days / staff induction)</li> </ul>	As required	Headteacher	Raised confidence of support staff

Target	Strategies	Time Scale	Responsibility	Success Criteria
Use ICT software to support learning	<ul style="list-style-type: none"> <li>Ensure that learner has access to software to support learning and that it is installed where needed.</li> </ul>	As required	All Staff	Wider use of SEN resources accessible in classrooms
All educational visits to be accessible to all.	<ul style="list-style-type: none"> <li>Develop guidance for staff on making trips accessible</li> <li>Ensure new venues are vetted for appropriateness e.g. disabled access, access to toilet/changing facilities.</li> <li>Minibuses with tail-lifts are available for students with wheelchairs.</li> </ul>	As required	Headteacher	All students in school are able to access a variety of educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all.	<ul style="list-style-type: none"> <li>Gather information on accessible PE and disability sports.</li> <li>Ensure that PMLD students have the opportunity to access the Link Access days both at the Link Centre and at the County Ground</li> </ul>	As required	Headteacher	All to have access to PE and to be able to participate in team games and to excel.

### Improving access to the physical environment of the school

The Churchward School temporary building has been specifically adapted by the Department for Education in line with all accountability compliance. The building caters for a variety of students with SEN needs including students who have physical impairment and is 'ASC Friendly'.

At Churchward, we have a wide range of equipment and resources available for day-to-day use. Resource provision is kept under constant review. The schools development planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
For the school to be aware of the access needs of disabled students, staff, Governors, Parents/Carers and Visitors	<ul style="list-style-type: none"> <li>To incorporate EHCP Outcomes as part of the accessibility plan process, taking into account individual needs of students</li> <li>Be aware of staff, governors, and parent/carer</li> </ul>	As required  Induction and ongoing if required.	All Staff	EHCP Outcomes in place and targets reflect that inclusivity and accessibility has been taken into consideration.

	<p>access needs and meet as appropriate</p> <ul style="list-style-type: none"> <li>Consider access needs during recruitment process</li> </ul>	Recruitment Process		<p>All staff and governors feel confident their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
Layout of school to allow access for all students to all areas.	<ul style="list-style-type: none"> <li>Consider needs of disabled students, parents/carers or visitors when considering any redesign.</li> </ul>	As required	Headteacher	Redesigned buildings are accessible to all.
Ensure all students can be evacuated safely	<ul style="list-style-type: none"> <li>Ensure that Personal Emergency Evacuation Plan (PEEP) is in place for all students and clearly states what support they will need.</li> <li>Develop a system to ensure staff are aware of their responsibilities</li> </ul>	<p>As required</p> <p>Each Sept.</p>	Headteacher.	All students and staff working alongside are safe in the event of a fire.
Target	Strategies	Time Scale	Responsibility	Success Criteria
Ensure accessibility of access to IT equipment	<ul style="list-style-type: none"> <li>Alternative equipment in place to ensure access to all hardware</li> <li>Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils</li> </ul>	<p>On-going and as required</p> <p>Software may be required</p> <p>As required</p>	Headteacher and IT Manager	Hardware and software available to meet the needs of children as appropriate

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its students is available in different formats to cater for students /parents/carers/governors who have specific needs. Examples might include merits, questionnaires, letters home, and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and are made available within a reasonable timeframe.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> <li>Provide information and letters in clear print in "simple" English</li> </ul>	On-going	Headteacher and Central Service Team	All parents receive information in a form they can access
	<ul style="list-style-type: none"> <li>School office / Schools PSA will support and help parents to access information and complete school forms</li> </ul>	On-going		
	<ul style="list-style-type: none"> <li>Ensure website and all documents accessible via the school website can be accessed by the visually impaired.</li> </ul>	On-going		
Target	Strategies	Time Scale	Responsibility	Success Criteria
Annual Review information to be as accessible as possible	<ul style="list-style-type: none"> <li>Enable Students to contribute to their annual review presentation by ensuring they have access to resources that support them.</li> </ul>	On-going	Headteacher	Staff are more aware of students preferred method of communication  All students are able to contribute to their annual review.
Provide information in simple language, symbols, large print for prospective students or prospective parents/carers who	<ul style="list-style-type: none"> <li>Ensure website is fully compliant with requirement for access by person with visual</li> </ul>	On-going	Headteacher	All can access information about the school

<p>may have difficulty with standard form of printed information</p>	<p>impairment.</p> <ul style="list-style-type: none"> <li>• Ensure Prospectus is available via the school website.</li> </ul>			
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**Policy Review**

This policy has been produced in consultation with staff, and students at Churchward School and has the approval of the Governing Body (GB). A copy of this policy is available to all who request it. It will be reviewed on an annual basis to ensure that the aims, objectives and adopted strategies remain relevant to Churchward School.

Signed ..... Head Teacher

Signed ..... Chair of Governors

Date .....