

### **Views of those consulted during the development of the plan**

Articles 12 and 13 UN Convention of the Rights of the Child:

*Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.*

At Braywick Court School, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **Action plan 2015-2018**

The following pages contain our planned actions around three broad aims. Notes in *italics* are on-going actions, included here for information to parents / carers, and to act as prompts in the review process for staff and governors.

## Action plan 2015-2018

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Braywick Court School plan and deliver creative and engaging lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

It is the role of the Deputy Headteacher to line manage and deploy Teaching Assistants. They co-ordinate and facilitate training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning

| target  | actions   | timescale  | responsibility   | success criteria  |
|---|---|--|--|---|
| <i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i> | <i>To evaluate and review this plan and the attainment and progress of all pupils</i>             | <i>Termly, with full review and update in Autumn term annually</i> | <i>Headteacher SENCo Governing Body, particularly SEN Governor and Teaching, Learning and Curriculum sub-committee</i> | <i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i> |
| <i>Identification of pupils who may need additional / different provision</i>             | <i>Liaise with nursery providers to review potential intakes</i>                                  | <i>Annual</i>  | <i>EYFS teacher in the first instance</i>  | <i>Necessary procedures / equipment / ideas in place by September</i>   |
| <i>Increased skills and confidence of all staff in differentiating the curriculum</i>     | <i>Be aware of staff training needs and assign CPD accordingly</i>                                | <i>On-going and as required</i>                                    | <i>Headteacher SENCo</i>   | <i>Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation</i>      |
| <i>Use ICT software to support learning</i>   | <i>Make sure software installed where needed</i>  | <i>On-going and as required</i>                                    | <i>Headteacher</i>   | <i>Wider use of SEN resources to support learning</i>   |
| <i>Compliance with the Equality Act 2010</i>  | <i>Review all statutory policies to ensure that they reflect inclusive practice and procedure</i> | <i>On-going</i>  | <i>Headteacher Governing Body</i>  | <i>No policy conflicts with principles of equality of opportunities for all</i>   |
| <i>Collaboration and sharing between school and families</i>                              | <i>Maintain close liaison with parents.</i>   | <i>On-going</i>  | <i>Headteacher Teachers Teaching Assistants</i>  | <i>Clear, collaborative working approach</i>  |

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| <i>Collaboration between all key personnel</i>                                  | <i>Maintain close liaison with outside agencies for pupils with on-going health needs eg children with severe asthma, epilepsy or mobility issues</i>   | <i>On-going</i>         | <i>Headteacher<br/>Teachers<br/>Teaching Assistants<br/>Outside agencies</i> | <i>Clear, collaborative working approach</i>   |
| <i>Raise attainment and narrow any gaps in attainment that may exist</i>        | <i>Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents</i>  | <i>Termly</i>           | <i>Headteacher SENCo<br/>Teachers<br/>Parents</i>                            | <i>Progress made towards IEP targets<br/>Assessment shows clear steps and progress made</i>  |
| <i>Raise attainment and narrow any gaps in attainment that may exist</i>        | <i>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i>          | <i>Termly</i>           | <i>Headteacher SENCo<br/>Teachers<br/>Parents</i>                            | <i>Assessment shows clear steps and progress made, gaps in progress are highlighted and intervention groups are put in place</i>   |
| <i>Opportunities for children to see positive role models with disabilities</i> | <i>Visitors into school, particularly during themed weeks Continued purchase of materials which portray positive images of people with disabilities</i> | <i>On-going</i>         | <i>School Leaders<br/>Teachers</i>   | <i>Resources are easily visible<br/>Planning shows consideration of possible visitors to school Positive attitudes towards those with disabilities and towards principles of inclusion</i> |
| <i>Review PE curriculum to ensure PE accessible to all</i>                      | <i>Teachers co-teach with sports coach</i>  | <i>On-going</i>         | <i>PE leader and Sports coaches</i>  | <i>All to have access to PE and be able to excel</i>   |
| <i>Raise awareness of disability issues</i>                                     | <i>Develop the curriculum, to include whole-school themes around humans and PSHE, with this in mind</i>   | <i>From Summer 2016</i> | <i>Headteacher<br/>Curriculum Leader</i>                                     | <i>New curriculum in place Long term planning and topic plans</i>  |
| <i>Raise attainment and narrow any gaps in attainment that may exist</i>        | <i>Buy services of additional speech and language therapy</i>   | <i>On-going</i>         | <i>Headteacher SENCo</i>   | <i>Assessment shows clear steps and progress made<br/>Support staff report increased confidence and skills in supporting pupils</i>  |

## Aim 2: To improve access to the physical environment

Braywick Court School provision overall is good, despite considerable restraints with regard the physical environment.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work due to take place over the next two years and we are currently operating from temporary sites, meaning that the school is partially accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

| target  | actions   | timescale  | responsibility   | success criteria  |
|---|---|--|--|---|
| <i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i> | <i>To evaluate and review this plan and the attainment and progress of all pupils</i>   | <i>Termly, with full review and update in Autumn term annually</i> | <i>Headteacher<br/>SENCo<br/>Governing Body, particularly Health and Safety Governor and Resources sub-committee</i> | <i>Governors fully informed about provision and progress<br/>Accessibility Policy and Plan (this document) is annually updated and posted on school website</i> |
| <i>Physical environment of school remains attractive and engaging for all</i>             | <i>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</i> | <i>On-going</i>  | <i>Senior Leaders</i>  | <i>Enabling needs to be met where possible</i>  |
| <i>Visually stimulating environment for all children</i>                                  | <i>Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning</i>  | <i>On-going</i>  | <i>Teachers<br/>Teaching Assistants</i>  | <i>Monitoring shows all aspects are at least good, with few essential actions:<br/>learning environment walks<br/>physical environment checks</i>               |

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| <i>Awareness of access needs of pupils, staff, governors, parent/ carers and visitors with disabilities</i> | <i>Create access plans for individual disabled pupils as part of the IEP process when required<br/>Be aware of staff, governors' and parents' access needs and meet as appropriate<br/>Through questions and discussions, find out the access needs of parents /carers<br/>Consider access needs during recruitment process</i> | <i>As required<br/><br/>Induction and on-going if required<br/><br/>Admissions form for new parents /carers<br/><br/>Recruitment process</i> | <i>Senior Leaders<br/>SENCo</i>   | <i>Needs are met</i>  |
| <i>Pupils with medical needs are fully supported</i>  | <i>Provide training in use of Epi-Pen (for all); administering medicines (for qualified first aiders)</i>   | <i>Annual</i>  | <i>First aiders and School Nurse</i>  | <i>100% of employees receive the training</i>                           |
| <i>Roads and paths around school are as safe as possible</i>  | <i>Communication with parents via safety messages / letters / walk to school week</i>   | <i>On-going</i>  | <i>Senior Leaders<br/>School Resources Manager<br/>Health and Safety Governor</i> | <i>No accidents</i>   |
| <i>Accreditation of Healthy Schools award</i>   | <i>Continue to gather evidence and adapt curriculum to gain Healthy Schools award</i>   | <i>On-going</i>  | <i>Curriculum Leader</i>  | <i>Achievement of award</i>   |
| <i>All pupils with mobility issues can be safely evacuated</i>  | <i>All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware</i>  | <i>On-going</i>  | <i>SENCO<br/>Caretaker</i>  | <i>Successful fire drills<br/>Create PEEPs when necessary</i>           |
| <i>Layout of school allows access for all pupils to all areas</i>   | <i>Consider needs of disabled pupils, parents / carers or visitors when considering any redesign</i>  | <i>As required</i>   | <i>Headteacher</i>  | <i>Work carried out meets criteria set out by any experts consulted</i> |

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| All with mobility issues can be safely evacuated                               | Update the Fire Management Policy to ensure adequate strategy for assisting pupils / visitors and staff who have disabilities to evacuate                    | As required              | Senior Leaders  | In-place<br>Successful fire drills   |
| Pupils with medical needs are fully supported                                  | Review Managing Medicines Policy   | Autumn 2015              | First aiders<br>School Nurse<br>Headteacher                     | Reviewed policy is approved and in place   |
| Improved access for visually impaired people                                   | Paint yellow strip marks on step edges around school   | Autumn 2015              | Caretaker   | Work carried out   |
| Consider wider physical environment in which teaching and learning takes place | Investigate other venues to confirm that physical access is suitable; include nearby school grounds.   | On-going                 | Educational Visits Coordinator<br>Senior Leaders                | Written confirmation or inspection of the venue  |
| All educational visits to be accessible to all                                 | Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness<br>Consider costs of coach with easier access             | As required              | Educational Visits Coordinator<br>Headteacher                   | Risk assessments and pre-school visits all completed.<br>All pupils in school able to access all educational visits and take part in a range of activities |
| Toilets accessible for all users   | Toilets regularly checked to ensure they are accessible for all  | On-going                 | Caretaker   | Work completed when needed   |
| Informed decisions are made with regard accessibility                          | Health and safety audits are carried out with additional consideration of accessibility  | Termly, from Spring 2016 | Senior Leaders<br>Health and Safety Governor                    | Audits begin to inform future Accessibility Policy and Plans   |
| Informed decisions and challenge are made with regard accessibility            | Governing body list awareness of accessibility / Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors | From Spring 2016         | Headteacher<br>Chair of Governors<br>Health and Safety Governor | Resources sub-committee begins to challenge and support around disability  |

### Aim 3: To improve communication between school and pupils, parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more some of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters and the school website.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

| target  | actions   | timescale   | responsibility   | success criteria   |
|---|---|---|--|--|
| Ensure all monitoring and actions are scrutinised and challenged by Governing Body                    | To evaluate and review this plan and the attainment and progress of all pupils  | Termly, with full review and update in Autumn term annually | Headteacher<br>r SENCo<br>Governing Body, particularly SEN Governor and Teaching, Learning and Curriculum and Pupil Support sub-committees | Governors fully informed about provision and progress<br>Accessibility Policy and Plan (this document) is annually updated |
| All pupils feel confident to fully disclose information with regard to their disabilities             | Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle times, assemblies; in addition: within new curriculum (eg whole school themed weeks) | On-going  | Headteacher<br>Senior Leaders  | Positive feedback from pupils<br>Lesson observations<br>New curriculum in place<br>Long term planning and topic plans      |
| <b>Pupils:</b><br>All pupils (and staff) are fully aware of the definition of disability and examples | Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind   | Work Week 2016  | Headteacher<br>Curriculum Leader   | Pupil interviews<br>New curriculum in place<br>Long term planning and topic plans<br>Work Week plans                       |
| <b>Pupils:</b><br>annual reviews of children with SEN are as accessible as possible                   | Review how child-friendly Individual Education Plans are  | On-going  | SENCo  | Revised processes in place<br>Positive user feedback   |
| <b>Parents:</b><br>engage parents / carers in school life   | Open afternoons celebrating subjects, for example, Readtastic Day, World Book Day, Royal Banquet, How we Teach ... sessions   | On-going  | Senior Leaders<br>Teachers   | At least 50% attendance  |

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| <b>Parents:</b><br>engage more parents / carers in school life<br>improve accessibility of communications in forms other than written | Newsletters available and handed out to parents on a weekly basis, with particular encouragement to read school website as more information is available      | Autumn 2016 | Headteacher                   | Improved visits to website  |
| <b>Parents:</b><br>gather information about new parents and accessibility needs   | Amend admissions form to include question about accessibility needs of parents / carers   | Summer 2016 | Headteacher<br>Office Manager | Completed forms   |
| <b>Both:</b><br>website is accessible to those who are visually impaired or who have difficulty in reading English                    | Seek confirmation that school website is suitable;<br>seek views of those with English as an additional language on effectiveness of Google Translate feature | Summer 2016 | Curriculum Leader             | Written confirmation  |
| <b>Both:</b><br>website is reviewed and a new website is investigated   | Comparison of school websites and benchmarking exercise of website development  | Summer 2016 | Curriculum Leader             | Decision with regard to new website is made following completed benchmarking exercise |