



# ACCESSIBILITY PLAN

Policy created:

Policy first adopted:

Signed chair of *Governors*:

Re-adopted & signed:



## Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

All schools are now required to plan for:

- Increasing access to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to pupils.

### 1. INTRODUCTION

1.1. As a generic Secondary Special School, Oak Grove College is dedicated to meeting the care, support and educational needs of students with learning difficulties. The purpose of this document is to identify how the college promotes access for all students with learning difficulties including those who may have additional aspects of need. It should be read in conjunction with other college policies, particularly the SEN policy and Equal Opportunities policy.

1.2. The starting point for intervention is the individual needs of the student, which establishes a culture of pupil-centred planning and a continuing commitment to review and revise provision and opportunities for learning and progress. Barriers to access of the curriculum, environment or written information that become apparent are tackled to enable every pupil to progress successfully through the college.

1.3. Pupil's needs are diverse; they do not necessarily respond to a standard approach. Our aim is therefore to offer opportunities and access for all pupils through the wide range and flexibility of provision.

1.4. There are four aspects to accessibility:

#### 1.4.1. Curriculum

The college provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:

1. setting suitable learning challenges
  2. responding to students' diverse learning needs
  3. overcoming potential barriers to learning and assessment for individuals and groups of students
- The curriculum is viewed as a flexible framework through which we can meet the needs of pupils.
  - The vocational curriculum enables older students to make relevant choices giving them access to, and ownership of, their own learning paths and experiences
  - The competency curriculum provides five areas through which Personal Development is monitored and enhanced
  - Teachers promote learning for the full range of pupils by writing ICLP's, differentiating the curriculum and prioritising intervention.
  - The curriculum maps to the National Curriculum but allows for work on mobility, sensory co-ordination, therapeutic play, personal and social development and independence and vocational related activities.
  - The curriculum and ethos of the college promote understanding of a healthy lifestyle and enjoyment in achieving

#### 1.4.2. Environment

- The college was purpose built in 2005 as a generic special school for 250 students with a wide range of learning difficulties and additional needs. Accessibility was promoted by the use of automatic doors, wide corridors, lifts etc.
- Accessibility for behaviourally challenging children is supported by a secure entry and exit system.
- Specialist, therapy rooms and sensory rooms are available
- Specialist equipment such as seating and height adjustable furniture, is available where appropriate within the college, including the specialist teaching rooms.
- Specialist resources to aid independence are also available where indicated by need

#### 1.4.3. Written Information

- As a special needs provision we use a range of communication aids to enhance the access of students to both written and verbal information. These include:
  - Symbols
  - Pecs
  - Signing

#### 1.4.4. Additional Support

- Staffing for each class is a teacher with a small teacher child ratio. Where needs are higher, TA's are allocated for further support.
- Management and supervision of challenging children is provided to ensure there is no reduction in accessibility to education for more vulnerable children.
- Teachers make full use of other professional input and advice, e.g. Speech therapy, physiotherapy, occupational therapy, music therapy, EP, teachers from sensory support team.
- Staff receive training and support to enable them to meet the needs of the class groups, e.g. Signing, PECS, Moving People, behaviour management and recognised restraint training.

## 2. PLAN

Governors will evaluate this plan and monitor its progress on an annual basis.

## Accessibility Action Plan 2012

Focus: To extend and improve facilities				
Target	Success Criteria	Tasks	Person Responsible	Resources
To obtain funding for extension/building work from LA and outside sources for the following: <ul style="list-style-type: none"> <li>• Back Field</li> <li>• Soft Play Room</li> <li>• Sensory Room</li> </ul>	Funding awarded Back Field - drainage installed, levelled and re-turfed Small room for soft play room Sensory lighting and equipment installed	Consultation with LA  Contractors engaged to complete work	Headteacher	Meeting, planning time

Focus: To facilitate greater inclusion and reintegration				
Target	Success Criteria	Tasks	Person Responsible	Resources
<ul style="list-style-type: none"> <li>• Links with mainstream schools</li> <li>• Hub development</li> <li>• Staff training</li> <li>• Links with Parents and information for families</li> </ul>	Individual students included in individual lessons where appropriate  Groups of students working jointly with mainstream groups  Social groups meeting across schools  Reintegration programme in place for individual students	Links made with mainstream school  Opportunities for individuals and groups identified and initiated	Deputy Head	Meeting time  Support for students  CPD courses  Family support groups

Focus: To promote the extended school day				
Targets	Success Criteria	Tasks	Person Responsible	Resources
Provide opportunities for extra-curricular activities for students outside of school hours	Students access organised and meaningful activities outside of school hours	Identify: <ul style="list-style-type: none"> <li>• activities that can be offered</li> <li>• staffing needs</li> <li>• material resources needed</li> <li>• facilities needed</li> <li>• needs of students</li> <li>• views of parents/carers</li> <li>• funding</li> </ul> Appoint staffing Purchase resources	SLT	Funding Time for consultation

Focus: To promote access for the full range of learning disability within the college				
Targets	Success Criteria	Tasks	Person Responsible	Resources
Provide staff training to meet the full range of needs in the generic secondary school	All students have effective provision and support  All staff are enabled to teach in all areas of the school	Identify training needs in relation to: <ul style="list-style-type: none"> <li>• ASD</li> <li>• Signing and symbols</li> <li>• PMLD</li> <li>• Behaviour management</li> </ul>	CPD Co-ordinator SLT	CPD budget