

Accessibility Plan

2015 - 2018

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Kingfisher School

ACCESSIBILITY PLAN

Introduction

Kingfisher School is a special school providing high quality education for children and young adults aged 2-19 years who have severe, profound and complex needs including autism. All pupils have a statement of special educational need or an EHC Plan. The school was established in 1995, following the amalgamation of the two existing special schools in Abingdon, and is located on the site of the previous primary school following some refurbishment and extension to the building. The school opened a Post 16 facility in 2008 following a request from the Local Authority.

The school serves Abingdon, Didcot, Cumnor, Botley and the neighbouring villages. Most pupils travel to school using transport provided by the Local Authority depending on distance from home to school. The large majority of pupils are of White British heritage and their first language is English. The proportion of pupils known to be eligible for free school meals is lower than the national average.

Kingfisher School is a happy and caring school. Specialist teaching and therapies combine to support the development of each child. Every child has an aspirational and personalised education programme that ensures they receive an exceptional opportunity to succeed.

In February 2013 Kingfisher and Fitzwaryn special schools together with Abingdon and Witney College established a formal relationship through the creation of a multi-academy trust. The Propeller Academy Trust provides outstanding provision from the age of 2 to 25 for children and young adults with special educational needs. It provides a formal and supportive partnership whilst allowing all partners to maintain their independent and autonomous status, ethos and culture.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all our policies and procedures in the school and consider pupil access and pupil independence at all levels. Staff need specialist training and this is maintained and updated as needed.

Access to the Curriculum

The Kingfisher Curriculum is a flexible skills based framework with 6 key Areas of Learning which incorporate the National Curriculum subjects, adapted and modified to meet the needs of individuals. We also follow the EYFS Curriculum and have a Foundation Learning Curriculum for our older students to enable access for all pupils. Parents are encouraged to support pupils' learning at home.

We ensure all pupils can access the activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum, lessons are highly

differentiated and take account of individual learning difficulties, needs and styles. Priority is placed on pupil participation, encouraging this to be made as independently as possible. Adults are clear about the learning objectives of the lesson and the key focus for the class and individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) with regular advice and support from our Speech & Language therapists. All pupils have access to appropriate computer technology.

A Clinical Nurse Specialist is on site most days and regular clinics are held with Health professionals. Physiotherapists, Occupational Therapists and Speech and Language Therapists work alongside staff and parents to ensure that the physical, sensory and communication needs of our pupils are met. The school uses adapted curriculum materials and sensory approaches for children with sensory impairments.

We receive advice from external advisory services e.g. specialist teacher advisers for hearing and visual impairment and appropriate health professionals to help us ensure pupils can access learning materials and experiences. We also liaise with the Behaviour Support Service receiving advice and support when needed to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Our minibuses are designed to take wheel chairs to ensure no child misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

Access to Information

All information issued by the school is user friendly and is offered in a variety of ways including written and verbal communications, newsletters, photographs and information on our school website. We encourage parents and professionals to take up the offer of having communications sent to them electronically. Makaton signs and a range of symbols, photographs and Objects of Reference are used throughout the school to support the pupils' communication, reading and understanding.

We access the Visual and Hearing Impairment services to support individuals and also work with other external providers as needed e.g. interpreters. The school monitors the availability of services locally, including those provided by the local authority, to ensure that information is conveyed in appropriate and sensitive formats.

Access to the School Environment

A thorough review of the school environment has taken place using a detailed access audit checklist. As a special school, awareness of ensuring the environment is accessible to all is of high priority. No significant issues were raised during the audit, and an action plan has been developed detailing the areas below:

- To improve audio and tactile information, especially in the reception areas, also through main runs of the school and toilets etc.
- To develop a tactile plan of the school with audible and tactile information for visitors and pupils.
- To review lighting, to see if they acceptable for visually disabled people.
- To develop hearing loop system throughout the school.

- Training all staff in the school community with a basic knowledge of sign language and other communicating skills.

School Access Planning

Improve access to the curriculum by developing a consistent approach to signing across the school. Makaton training to become a key part of CPD with training being offered and extended to the wider school community.

March 2015 - ongoing

Reduce barriers to learning by improving understanding and analysis of behaviour. Purchase Sleuth to support this. Implement and monitor impact across the school and Propeller Academy Trust.

Sept 2015 – Sept 2017.

Improve access to the curriculum by developing the IT provision in the school. Eye-gaze technology to be introduced more widely across the school with Staff receiving training to support this. Computing strand of the curriculum is under constant review and continual development.

March 2015 - ongoing

Improve access to outdoor learning by developing an outdoor area outside Orange classroom. Develop sand pit area in EYFS to ensure safe access for all pupils.

April 2015-April 2016



Fitzwaryn School

Accessibility Plan

Introduction

Fitzwaryn School is a school for children from 3 to 19 years whose special needs range from complex moderate learning difficulties to severe and profound multiple learning difficulties. The school is situated in Wantage, a small market town in the south of Oxfordshire. The pupils come from a large catchment radius however, and many are brought by taxi. The majority of pupils come from Wantage and Grove, Didcot and Abingdon, but there are also pupils on roll from West Berkshire, Swindon and Faringdon. There are 83 pupils on roll, which means that the school is a small sized school. The Student's Centre (sixth form provision) was formed in 2007 and is catering for 13 students in 2014 – 2015.

The profile of the pupils is changing, and the proportion of pupils with ASD and SLD is increasing relative to those with complex MLD. The nature of pupils' needs means that there are a number of families who require an extremely high level of support from education, social and health services, so the role of the OSLO (Out of School Liaison Officer) is crucial in enabling families to access support services and funding in order to ensure that the needs of the pupils and their families are met.

Fitzwaryn School is a very happy and caring school, rated Outstanding by OFSTED, for the third time, in October 2014. A well-structured and balanced curriculum, personalized for each individual pupil, is delivered by specialist teachers and teaching assistants. Combined with a range of innovative therapies supports the education and development of every pupil.

In February 2013, Fitzwaryn School became part of the Propeller Academy Trust, which was the first Sponsored Academy Trust in Special Education in the Country. Alongside Abingdon and Witney College, Fitzwaryn School is sponsoring Kingfisher School – a Special School in the nearby town of Abingdon. The Propeller Academy Trust provides outstanding provision from the age of 2 to 25 for children and young adults with special educational needs. It provides a formal and supportive partnership whilst allowing all partners to maintain their independent and autonomous status, ethos and culture.

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all our policies and procedures in the school and consider pupil access and pupil independence at all levels. Staff need specialist training and this is maintained and updated as needed.

Access to the Curriculum

The Fitzwaryn curriculum broadly follows the National Curriculum on a subject basis, differentiated for individual pupils. Careful planning by class staff ensures that the units of work are balanced, coherent and appropriate for each pupil whilst being relevant and focused on promoting the skills needed for 21st century life. We also follow the Early Years Foundation Stage curriculum with our youngest pupils. For pupils in the Student Centre the curriculum is based around NOCN 'Pathways to Adulthood'.

Parents are encouraged to support pupils' learning at home.

We ensure all pupils can access the activities that we offer and adaptations to equipment and activities are made in order to fulfil this aim. For pupils to access the curriculum, lessons are highly differentiated and take account of individual learning difficulties, needs and styles. Priority is placed on pupil participation, encouraging this to be made as independently as possible. Adults are clear about the learning objectives of the lesson and the key focus for the class and individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) with regular advice and support from our Speech & Language therapists. All pupils have access to appropriate computer technology.

A Clinical Nurse Specialist is on site on a regular basis and clinics are held with Health professionals, including paediatricians. Physiotherapists, Occupational Therapists and Speech and Language Therapists work alongside staff and parents to ensure that the physical, sensory and communication needs of our pupils are met. We have a Music therapist in school on a weekly basis and, as many staff are suitably qualified, offer Rebound therapy to a number of pupils on a weekly basis. We currently training 2 therapy dogs and they are also beginning to work with pupils in a variety of ways. We also offer yoga, swimming, RDA, hydrotherapy and time in the Jacuzzi, on a weekly basis. The school uses adapted curriculum materials and sensory approaches for children with sensory impairments.

We receive advice from external advisory services e.g. specialist teacher advisers for hearing and visual impairment and appropriate health professionals to help us ensure pupils can access learning materials and experiences. We liaise with the Behaviour Support Service receiving advice and support when needed to ensure barriers to learning are reduced, in order to pupils to reach their full potential.

Our minibuses are designed to take wheel chairs to ensure no child misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Access to Information

All information issued by the school is user friendly and is offered in a variety of ways including written and verbal communications, newsletters, photographs and information on our school website. We encourage parents and professionals to take up the offer of having communications sent to them electronically. Makaton signs and a range of symbols, photographs and Objects of Reference are used throughout the school to support the pupils' communication, reading and understanding.

We access the Visual and Hearing Impairment services to support individuals and also work with other external providers as needed e.g. interpreters. The school monitors the availability of services locally, including those provided by the local authority, to ensure that information is conveyed in appropriate and sensitive formats. This information is available through the school website, and on request.

A Welcome booklet has been created and is regularly updated to provide parents with the information about the school and its routines prior to their children starting at Fitzwaryn School.

Access to the School Environment

The entire school has been subject to either refurbishment or new build between 2008 and 2012. This has ensured that all buildings, rooms and facilities are accessible for all pupils and their parents. A thorough review of the school environment has taken place using a detailed access audit checklist. As a special school, awareness of ensuring the environment is accessible to all is of high priority. No significant issues were raised during the audit, and an action plan has been developed detailing the areas below:

- To improve audio and tactile information, especially in the reception areas, also through main runs of the school and toilets etc.
- To develop a tactile plan of the school with audible and tactile information for visitors and pupils.
- To review lighting, to see if they acceptable for visually disabled people.
- To develop hearing loop system throughout the school.
- Training all staff in the school community with a basic knowledge of sign language and other communicating skills.

School Access Planning

Improve access to the curriculum by developing a consistent approach to signing across the school. Makaton training to become a key part of CPD with training being offered and extended to the wider school community through the Speech and Language Therapists team.

March 2015 - ongoing

Reduce barriers to learning by improving understanding and analysis of behaviour. Staff are offered training and consultation with Behaviour Support specialists. We have developed our own data collection and analysis tools to monitor behaviour and support staff in analysing and modifying behaviour. We are also investigating whether to purchase 'Sleuth' to support this and monitor impact across the school and Propeller Academy Trust.

Sept 2015 – Sept 2017

Having refined our curriculum provision in line with the new National Curriculum we are monitoring and evaluating the impact of this across the school.

June 2015 - ongoing

Improve access to the curriculum by developing the IT provision in the school. A new set of laptops have been purchased and training with new software is planned. Each class has an iPad and a class set is planned for in the next budget. Computing strand of the curriculum is under constant review and continual development.

March 2015 - ongoing

Improve outdoor area by creating a new Forest Garden, with many sensory features.

April 2015-April 2016

Reviewed & Approved April 2015

Next Review April 2018

