



SHAPWICK SCHOOL

'The same road by different steps'

ACCESSIBILITY PLAN

Review: 31 August 2019

SHAPWICK SCHOOL

ACCESSIBILITY PLAN

Introduction

Under the Equality Act 2010: Schedule 10, and Disability Discrimination Regulations 2005, Shapwick School is committed to increasing access to education for disabled children.

In keeping with this, Shapwick School's Access Plan aims to cover three aspects of access for disabled young people:

- Increased access to the curriculum for disabled young people
- Improvements to the physical environment of the School to increase access to education and associated services at the School
- Improvements in the provision to disabled children of information that is provided in writing to young people who are not disabled

A disability is defined as where a medical condition lasting longer than twelve months impacts on a child's behaviour and ability to learn. Such conditions may be physical ones affecting mobility, manual dexterity, continence, ability to lift, hearing, eyesight, risk perception; or there may be mental impairment resulting in learning difficulties.

Although it is impracticable at present to accommodate children with serious physical disabilities, all **reasonable adaptations** will be made wherever possible.

Access Plan Format

The Access Plan, (see **Appendix 1**), was produced after the review of our existing arrangements. The Plan includes identified targets in the short, medium or long term and strategies / action to be used or taken. Responsible people are identified and a time frame set.

The Leadership Team are responsible for monitoring the implementation of the Plan and keeping the access needs of the School under review. The school's Health and Safety Committee will review and update the plan annually alongside the SLT and when specific needs of a young person arise.

Shapwick School

REVIEW OF ACCESSIBILITY ARRANGEMENTS

Date: 31 August 2018 REVIEW DATE: 31 August 2019

PERSON CONDUCTING REVIEW: - Graham Hilliard, Ass Principal

Section 1: How does your School deliver the curriculum?

Question	Current Children		Prospective Children		
	Yes	No	Yes	No	N/A
Do you ensure that Teachers and Learning Support Assistants have the necessary training to teach and support children with SEN?	✓		✓		
Are your classrooms optimally organised for disabled children?		✓			✓
Do lessons provide opportunities for all children to achieve?	✓		✓		
Are lessons responsive to children's diversity?	✓		✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		✓		
Are children encouraged to take part in music, drama and physical activities?	✓		✓		
Do staff recognise and allow for the mental effort expended by some children with SEN, for example, remaining focussed and engaged?	✓		✓		
Do staff recognise and allow for the additional time required by some children with SEN to use equipment in practical work?	✓		✓		
Do staff provide alternative ways of giving access to experience or understanding for children with SEN who cannot engage in particular activities, for example, handwriting, recording work, memorising, organising, processing spoken word?	✓		✓		
Do you provide access to computer technology appropriate for children with SEN?	✓		✓		
Are School visits, including overseas visits, made accessible to all children irrespective of attainment or impairment?	✓		✓		
Are there high expectations of all children?	✓		✓		
Do staff seek to remove all barriers to learning and participation?	✓		✓		

Section 2: Is your School designed to meet the needs of all children?

Question	Current Children			Prospective Children		
	Yes	No	N/A	Yes	No	N/A
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds, common rooms and residential houses – allow access for all current children? Access to certain areas of the school and boarding house for wheelchair users is not possible.	✓				✓	
Can children who use wheelchairs move around the School and residential houses without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			✓		✓	
Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?	✓			✓		
Are emergency and evacuation systems set up to inform ALL children, including children with SEN; including alarms with both visual and auditory components?	✓				✓	
Are non-visual guides used to assist people to use buildings, including lifts with tactile buttons?			✓			✓
Could any of the décor or signage be considered to be confusing or disorienting for disabled children with visual impairment, autism or epilepsy?		✓			✓	
Are areas to which children should have access well lit?	✓			✓		
Are steps made to reduce background noise for hearing impaired children, such as considering a room's acoustics, noisy equipment?			✓			✓
Is furniture and equipment selected, adjusted and located appropriately?	✓			✓		

Section 3: How does your School deliver materials in other formats?

Question	Current Children			Prospective Children		
	Yes	No	N/A	Yes	No	N/A
Do you provide information in simple language, symbols, large print, on audiotape or in Braille, for children and prospective children who may have difficulty with standard forms of printed information?	✓			✓		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, e.g. by reading aloud, overhead projections and describing diagrams?	✓			✓		
Do you have facilities, such as ICT, to produce written information in different formats?	✓			✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			✓		

Summary of current provision for Young Persons with SEN:

- ✓ Occupational Therapy provided on-site
- ✓ Speech and Language Therapy provided on-site
- ✓ Allocated tutor for regular support
- ✓ Small class sizes
- ✓ Opportunity for 1-2-1 sessions
- ✓ Extensive resources and sensory items
- ✓ Sensory diet
- ✓ Social stories
- ✓ Extensive visual aids e.g. picture as well as words, interactive whiteboards
- ✓ Quiet rooms for working outside of the classroom
- ✓ Bullying ambassadors
- ✓ Laptops
- ✓ Dictation machines
- ✓ Individual Risk Assessments where required
- ✓ Assistive technologies – reading, writing, scribe, OLM
- ✓ Exam concessions
- ✓ Regular staff training – De-escalation techniques, therapies, Eating Disorders, mental health
- ✓ Well-trained staff team
- ✓ Personalised placement plan
- ✓ Personalised targets
- ✓ Individual and bespoke timetables
- ✓ Participation in community activities
- ✓ Regular reporting and assessment
- ✓ Parent/teacher meetings every term
- ✓ IEPs with SMART targets
- ✓ Progress tracking
- ✓ Extra-curricular activities
- ✓ Careers weeks
- ✓ Work experience
- ✓ Good communication with parents and LAs
- ✓ Swift follow-up on concerns
- ✓ School counsellor

ACCESS PLAN

PROVISION INFORMATION

Targets		Strategies / Actions	Person Responsible	Time Frame
Short Term	Availability of written material in alternative formats.	School to provide written information in alternative formats if needed. Reviewed termly	SLT	Dec 2018 (Sooner if required)
Medium Term	Continue to raise staff awareness re technology and practices developed to assist people with disabilities.	Training session in relevant technology and practices.	SENCO & Therapy Team	Inset Sept 2018
Medium Term	Explore the provision of alarms with visual components.	Take into account for future building projects.	Adrian Wylie SLT	Aug 2018 as part of annual assessment Rhino Fire
Long Term	To simplify and improve signage around the school to make it more accessible	Annually review and update all signage into a common format and location.	SLT Therapy Team	Easter 2019
Long Term	To investigate the feasibility of providing accessible classrooms, toilets and leisure/recreational facilities on one level	Meeting to be held with SLT, Therapy and Facilities Manager	SLT	July 2019