



Yewstock School:

Developing an
Accessibility Plan for
2013 to 2015

1. STARTING POINTS AT YEWSTOCK SPECIAL SCHOOL

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Yewstock Special School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Yewstock School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached will be a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of Yewstock School's plan, our vision and values:

Yewstock School will be:

'A special place to learn, where all can achieve and be valued.'

Through this Mission, and especially for every child, we aim to:

- To raise standards of learning for all through appropriate challenge
- To monitor the progress of, and tailor our teaching to meet the special needs of, every individual pupil, to equip them with the skill, knowledge, understanding and attitudes that they will need throughout their lives.
- To enable every person to achieve their full potential, by providing opportunities for learning that are stimulating, relevant, broad and balanced.
- To nurture the self-esteem, self-confidence and positive self-image of every child and adult, to ensure that each of them may lead a contented and fulfilling life.
- To create an environment in which every individual feels valued, respected and cared for.
- To demonstrate our commitment to equal opportunities for all, regardless of age, gender, ethnic origin, socio-economic background or disability

One of the school's main aims is to identify and remove barriers for disabled pupils in every area of school life.

We try to achieve this by

- setting suitable learning challenges
- responding to pupil's diverse needs
- overcoming potential barriers to learning and assessment

All pupils participate fully in all aspects of school life. These opportunities include sporting and adventurous activities, art and creative work, residential trips and a broad range of accreditation routes.

Yewstock School has an inclusive ethos and welcomes all children and visitors to the school regardless of need. Because of the nature of our pupils, the school has good physical access, in terms of its buildings, though some are aging, this does not lessen our desire to improve and develop the curriculum, the environment generally and the ways in which we provide information to parents and the wider school community.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We will provide fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Attached to this document will be Action Plans, plus an initial overview relating to the development of three key aspects of accessibility. These plans will then be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly in conjunction with the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans, especially the considerations to the development of our 14-19 building. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

The Accessibility Plan should be read in conjunction with the following Yewstock School policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure, Website and Mission Statement
- Teaching and Learning

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Yewstock School Brochure and school website will make reference to this Accessibility Plan. The Yewstock School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the 'People and Curriculum' and the 'Finance and Environment' committees of the Governors.

The school will work in partnership with the local education authority in developing and implementing this plan and adopts in principle the "Dorset Accessibility Strategy, Access to Learning". This Accessibility Plan will be drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from 2013 - 2015.

Date reviewed by P&C Committee	30th January 2013
Date adopted by FGB	6th February 2013
Date for review	30th January 2015

Developing an Accessibility plan for Yewstock Special School – Overview of developments.						
Proposal / task	How / Action	Success Criteria	STAFF	START	FINISH	COST
Set up an accessibility planning group to lead this process	Planning group needs to reflect all areas of school life	Planning group set up	Teacher, parent, governor, school council	Spring 2013	Easter 2013	No cost
Planning group identifies practises and arrangements that act as a barrier to admitting, accommodating and including disabled children.	Review: Physical environment, provision of auxiliary aids. Teaching and learning practises. The curriculum, staff training, culture and ethos. Provision of written information.	Audit completed in conjunction with Dorset LA. (access officer)	Accessibility planning group	Spring 2013	Easter 2013	No cost
Action plan is developed covering 3 key areas. Plans identify clear short, medium and long term priorities (cont'd)	Accessibility planning group ensure that goals and targets set out in plans are specific enough to be measured; time frames school to judge how effective the plans have been.	3 separate plans under the following headings: Improving the Curriculum Access' 'Improving the Delivery of Written Information''Improving Physical Access at School'	Accessibility planning group	Spring 2013	May 2013	No cost
Ensure that accessibility plans are resources adequately	Costs of implementing plans are incorporated into current and future budget commitments.	Accessibility planning group present plans to Financer and Environment Committee to ratify budget commitments	Accessibility planning group	May 2013	May 2013	No Cost

Ensure that school stakeholders have consultation before publicising the plan	APG consult with school staff. APG consult with wider stakeholders: parents, pupils and other bodies.	School stakeholders have 'ownership' of accessibility plan.	Accessibility planning group	June 2013	June 2013	No Cost
Evaluation of plan to determine whether goals are achieved and whether plan is value for money	Evaluation by: -Observable changes in staff confidence -Evidence of greater involvement of disabled pupils -Greater satisfaction -Curriculum audits -Improvement to the physical environment -Information available in a range of formats.	Evaluation targets are developed in connection with goals targets and time frames set out in the plan.	Accessibility planning group	June 2013	June 2013	No Cost

Key Area 1 'Improving the Curriculum Access'						
Proposal / task	How / Action	Success Criteria	STAFF	START	FINISH	COST
Analysis of pupil data and teacher feedback to agree pupils for specific interventions from September 2012. Identify specific daily activities for structured intervention for individuals and small groups. Through use of learning mentor Plan and deliver specific interventions according to revised timetable. Identify rooms to be used and timetable accordingly.	Individual and small group interventions begin September 2012. Impact of timetable structure and pupil interventions completed through data analysis and staff review. Setting up of 'Learning Resource Centre' at Yewstock School	Pupils making less than expected progress in curriculum identified for support. LRC available for specific interventions in curriculum	CP / Class Teachers / Subject leaders	September 2012	July 2013 / on-going annual programme	£0.00
Training for two TAs in 'Drawing and Talking' to support pupils with emotional difficulties.	Two TAs trained in 'Drawing and Talking' and pupils identified for support.	Completed 'Drawing and Talking' activities	DG	September 2012	July 2013 / on-going annual programme	£0.00
To develop staff skills, knowledge and understanding of sensory learning and provide appropriate and timely	Arrange input on behaviours around PMLD and sensory learning as part of twilight INSET. Review pupil groupings to	Training on sensory issues and strategies to be delivered by Vickie Wilson.	V. Wilson DG CP	September 2012	July 2013 / on-going annual programme	£0.00

support to ensure full curriculum access.	ensure full curriculum access and opportunity. Organise further whole school training on the use of the sensory room. Continue review of curriculum resources to support sensory learning and develop PMLD curriculum. Review provision of outdoor sensory activities and produce a plan for improvement.	Specialist providers to deliver whole school training in sensory curriculum. Completed development of the use of ICT and technologies for PMLD pupils (in conjunction with SDP Priority 3 ICT). Resources in the sensory toy library are reviewed; that staff and parents are aware of how to access them.				
Improve curriculum access for pupils with PMLD through 'eye gaze' software and equipment	Organise 'eye gaze' clinic at Yewstock School delivered by specialist providers (Smartbox AT)	Pupils who could benefit from software are identified, possible purchase of eye gaze technology staff trained in use for delivering an enhanced curriculum offer at Yewstock	SK All staff working with pupils with complex needs	Spring 2013	Summer 2013	£5000

Key Area 2 'Improving the Delivery of Written Information'						
Proposal / task	How / Action	Success Criteria	STAFF	START	FINISH	COST
Improve quality of school information received by parents	A monthly newsletter is to be written and compiled by the Headteacher to inform all parents and carers of school news and latest developments.	A completed newsletter is disseminated to all parents and carers each month.	SK MM JM	Autumn 2012	On-going	£0.00
Improve quality of information to parents and carers about the work of the governing body	A governor information sheet detailing who all the governors are and their role in the school will be produced.	All parents and carers are made aware of the work of the governing body in support of the school.	SS	Spring 2013	Updated annually by clerk to governors.	£0.00
Improve quality of information parents, carers and others receive through the school website	The Yewstock School website is to be redeveloped to make it more accessible and engaging for parents, carers and other site visitors through consultation through a professional agency.	A redeveloped website is available for all parents and carers to access	SK CP SS JM VT	Summer 2012	Annual review by SK, CP	£1000
Improve access to school policies by stakeholders	All relevant school policies will be placed on the 'policies' tab of the website.	All stakeholders have access to updated programme of policies pertaining to Yewstock School.	SS CP	Summer 2012	On-going	£0.00

<p>Improve information to parents and carers through daily contact log.</p>	<p>All parents and carers will receive daily information on the progress of their children. Parents will be able to make daily contact with class teams</p>	<p>All Primary children will have a new Home-School book for sharing information; all secondary age pupils will receive a journal for communication.</p>	<p>PG JC</p>			
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Key Area 3 'Improving the Physical Access at School'						
Proposal / task	How / Action	Success Criteria	STAFF	START	FINISH	COST
To continue the development of provision for 14-19 to ensure the best outcomes for pupils.	Continue to work with project manager and architects to ensure suitability of provision for Yewstock pupils into the future. Monitor progress of the project through Project Board and Core Group meetings (monthly). Visit new Mountjoy Special School building to review quality of fixtures and fittings.	Project brief agreed. Key staff and governors involved in shaping 14-19 provision for future. Project Board and Monthly Core Group meetings attended by key staff and governors. Visit to new Mountjoy building conducted.	JC SK CP Gov. rep.	Sept.2012	On-going	£0.00
Ensure safety of all staff and pupils entering the Early Years building	Provision of new ramp access to building ensuring that trip hazards are removed, and that access is DDA compliant	School works with local authority officers to ensure that new ramp access to EYFS building is completed.	SK DC RH	Summer 2012	Autumn 2012	LA budget
Removal of unsafe building on school site, provide clear ramp access to music room	Remove pod connected to YR 5/6 class base	Unsafe pod building removed. Area paved level. DDA ramp access to music room provided	RH	Summer 2012	Completed	LA Budget

Improve access for all pupils	Update all door signage across school to allow pupils and others to navigate across school with increased independence	All doors have signing that indicates room purpose through: push button speech, symbol and picture.	DC	Summer 2012	Completed	
Ensure safe access and storage of school PE equipment	Provide a pathway to outdoor PE equipment store	Work with LA to design and build safe access to outdoor PE store	RH SK KW	Spring 2013	Complete	