



The Grove School Accessibility Plan 2021 - 2025

Date adopted: February 2022 reviewed June 2024

The Grove School supports pupils with complex needs that include, children who have Profound, Severe Learning Difficulties/Disabilities (PMLD) and children who have Severe Learning Difficulties/Disabilities (SLD). All of our pupils have an Education Health and Care Plan and are assessed as being at least two years below their expected levels for their chronological age and often this gap is far wider. Our school is underpinned by our ethos and values that reflect British Values.

Introduction:

The purpose of this plan is to show how The Grove School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Legal Background

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010 a person has a disability if:

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(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

You can read more about substantial and long term effects by accessing 'The Equality Act 2010'

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

Involvement in setting objectives

Appropriate training has been provided for staff and all First Aid certificates are kept up to date.

We ensure that we listen to our pupils and parents when we set our objectives within this plan.

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

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- SENDCo
- Schools' Equalities Coordinator from Northumberland County Council
- The schools governing body, in particular the Governor for Equalities, Mr David Hogg

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

The refreshed action plans that follow show how the school will address the priorities identified and resource any changes that need to be implemented.

Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We will rate these objectives, orange will show objectives that are being worked on, green will be used to show when an objective has been completed, evidence for the completion of these objectives will be referenced on the spread sheet, with a direct location stated.

Target	Strategy	Timescale and responsibility	Success criteria
<p>The school's new curriculum is developed to ensure that all pupils can fulfil their potential and make progress from their baseline</p>	<p>-Staff will work collaboratively to develop the new curriculum -Staff will work with therapist and other professional partners to ensure that the new curriculum encompasses all the needs of the pupils however complex -Subject leads will contribute to the development of the curriculum within their own area of knowledge and expertise</p>	<p>All staff ongoing</p>	<p>-The new curriculum will be piloted by the school in the academic year 2022-23 (located in the new curriculum files in the office) -Pupil progress from their baseline will be monitored by class leads and discussed at moderation meetings -Multi-professional colleagues will be asked for feed back on the new curriculum and will rate it at 'Outstanding'</p>
<p>The new school curriculum will be resourced to ensure that all pupils can experience the themes in a rich and innovative way, using technology when appropriate to enable this to happen</p>	<p>-Staff will look to resource each theme at different levels and with different types, ensuring interest and inclusion of all learners -Staff will share ideas and resources developing resource banks for these themes -The multi-professional team involved with pupils will collaborate to decide on what resources would be needed for individual pupils -The ICT lead will ensure that if technology can enhance, develop or support individual pupils to access the new curriculum this equipment is budgeted for and purchased when possible</p>	<p>All staff ongoing</p>	<p>-Each theme will be inclusively resourced for all pupils -A resource bank will be developed for each theme -Resources are purchased to ensure that the access to the curriculum is inclusive, this may include technology or specially adapted equipment or materials</p>
<p>The school will use 'Zones of Regulations' to support pupils with their self-regulation to enable them to access the new</p>	<p>-Staff will receive training on the 'Zones of regulation' -Class leads will adapt the strategy to meet their needs</p>	<p>Headteacher, Class leads, class based staff To embed by September 2023</p>	<p>-Staff feel confident to use the 'Zones of Regulation' in their classes -Class leads will have adapted the strategy to fit</p>

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<p>curriculum effectively.</p>	<p>-Pupils will learn about the strategy in their class through class lessons and daily use -Staff will track behaviours in their classes, noting when a behaviour has de-escalated due to the use of 'Zones of Regulation'</p>		<p>the needs of their class group -Pupils will have been taught about the strategy and where appropriate will be able to articulate what it means to them.</p>
<p>Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum and safely enjoy learning.</p>	<p>-Staff and governors are provided with training so that they are familiar with and follow the statutory guidance and the school's policy. -The school policy is updated to ensure that it reflects the complex medical needs of all the pupils in school -Staff are confident to meet the complex medical needs of all the pupils in school through school providing additional training for tasks such as gastrostomy tubes -The governing body assess the budget to see if we can employ the special school nurse we currently have for an additional three days a week</p>	<p>Governors, Headteacher, Office manager To complete by September 2022</p>	<p>-Training is completed for all staff, they feel confident to carry this training out -The school's policy is updated and shared with all staff, parents and governors -Staff can complete feeds through gastrostomy tubes -Risk assessments are current and in place for these feeds -The school budget enables the employment of the school nurse for an additional 3 days a week</p>
<p>Enrichment, and access to creativity and cultural opportunities are being prioritised and embedded in the curriculum</p>	<p>-The school looks for opportunities to support our families outside of school, through offering the school building on weekends for respite carers and other providers -The school ensures that we access learning outside the classroom through community links such as Allanton Village Hall, The Chain Bridge project, Jimmy France film work, the Berwick Museum project -The school works with community groups and Northumberland County Council inclusive network to develop opportunities for our pupils outside of school</p>	<p>All teaching staff Depending on children's individual needs and interests</p>	<p>-Carers access the school for respite for pupils -The young carers group meet on Saturdays in our 6a building -The school develops a community garden at Allanton Village Hall and continue to maintain this -The school works with different groups to develop the creative provision within school (completed February 2022)</p>

Improving access to the physical/cultural environment of the school

Our site is restrictive both indoors and outdoors. We have tried to ensure that the small physical space that we have is the best that it can be. We continue to try and ensure that what space we do have is well maintained and that it enables access to all our visitors, staff and pupils. We have a wide range of equipment and resources available for day to day use. We work closely with our multi-professional team to ensure that we meet the needs of all our pupils whatever their need. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
Pupils will be supported through out school by the Golden Time principles to develop their understanding of how to manage their behaviour and have a positive impact on all those around them	<ul style="list-style-type: none"> -Staff will receive training on the use and principles of Golden Time -Staff will plan for the development of these principles in their classrooms -Pupils will be taught what Golden Time is and why we will be using it -Staff will monitor the impact of Golden Time on the behaviours of pupils in their class 	Headteacher To be completed by July 2023	<ul style="list-style-type: none"> -Staff will feel confident to follow the Golden Time Principles in their classes -Pupils understand and were appropriate can discuss the Golden Time Principles -Staff note a positive impact on behaviour through their monitoring processes
Pupils will take part in regular Circle Time sessions enabling them to express their ideas, views and concerns and for solutions to be found for these in a group setting	<ul style="list-style-type: none"> -Staff will receive training on how to run a successful Circle Time -Staff will observe Circle Times being modelled by experienced staff in different classrooms -Pupils will take part in Circle Time's these will start off being short sessions with this input developing and extending over time -Pupils and staff will have the opportunity to reflect on Circle Time Sessions and 	Headteacher and Class Leads To complete by September 2023	<ul style="list-style-type: none"> -Staff will be confident to carry out Circle Time sessions within their classrooms -Pupils will take part in at least a weekly Circle Time session -Pupils and staff will reflect positively on Circle Time expressing a desire to continue with these and that they enjoy the sessions

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	discuss how to improve these		
Pupils take part in regular physical activities that enable them to develop both their fine motor and gross motor skills	<ul style="list-style-type: none"> -Ensure that the limited outdoor space that we have is used to its full potential by removing some trees and shrubs, ensuring that the soft play surface is intact and safe. -Work with therapist to resource fine motor skills development -Find alternative storage areas for large items of furniture to reduce clutter in the building, to enable pupils to access areas for play -Ensure that equipment has been checked for use and is safe -Develop the use of our sensory room and internal swing programmes further 	Amanda Williams, Occupational Therapist and Headteacher To complete by July 2023	<ul style="list-style-type: none"> -Trees and shrubs are removed to maximise the space that we have available for physical play -Outdoor soft play area is safe and can be used by all pupils -Therapists provide programmes for fine motor skills development -A storage unit is sourced for the storage of large items -Equipment is audited for safety -Swing and sensory programmes are relevant and up to date so that they ensure maximum outcomes for pupils

Improving the delivery of written/communication information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils and parents being as appropriate and accessible as possible. Examples might include textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and responsibility	Success criteria
Staff will develop resources and access assistive technology to make the curriculum more accessible according to a child's specific need. Examples include: Makaton, PECS, and eye gaze	<ul style="list-style-type: none"> -Staff receive training on the use of alternative communication aids and resources -Staff access the needs of each pupil and ensure that they have consistent access to the resources that they require, that these are charged and that staff -Specialist teachers are 	Amanda Williams, Class Leads To be completed by July 2024	<ul style="list-style-type: none"> -Staff are confident when using communication aids -Resources are available for pupils if and when they need them to ensuring that they can access all areas of the curriculum -Specialist teachers are confident that class based staff are implementing strategies required to support learners

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	part of the planning process to ensure that programmes put in place for individual pupils are appropriate and reviewed regularly		
The new curriculum's assessment process will be explained in ways that are understandable to individuals and adapted accordingly.	<ul style="list-style-type: none"> -The schools assessment policy will be rewritten to reflect the new curriculum -'I can ...' statements will replace the use of B-squared for non-core subjects -The assessment policy will be written in a way that ensures expectations are managed -A clear guide to how we use assessment in school is written for parents and pupils -Ways of sharing progress with pupils is developed and this is part of the Annual Review process 	Headteacher To be completed by July 2024	<ul style="list-style-type: none"> -The new curriculum has been piloted, reviewed and evaluated and any changes have been made to ensure that it meets the needs of all of our learners and that progress from baselines is occurring -Staff feel confident implementing the new curriculum -Staff work load has been reduced but the quality of the provision has been enhanced, so learning has developed further -Parents and pupils understand the assessment process, so when attending reviews they understand the paperwork that is being shared, this may not be appropriate for some of our learners.=

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Producing accessible materials for print or online](#) (Abilitynet)

[Creating clear print and large print documents](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](#)

[Am I making myself clear?](#) (Mencap's guidelines for accessible writing)

[Custom eyes](#) Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree