



The Vineyard School
Accessibility Strategy Action Plan

Date: June 2019

Review date: June 2022

Vision

The Vineyard School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

Consultation, Implementation and Review

The accessibility action plan has been produced by The Vineyard School in consultation with parents, young people and children. The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

People who have contributed to this plan

Name	Role
Richard Rosewell	Deputy Headteacher
Charlotte Axbey	Assistant Headteacher / Inclusion Manager.
Svetlana Sanders	School Business Manager
Year 4 Pupil	

1. Accessibility Strategy Action Plan – Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

Current Good Practice				
	Practice	Any Further action required. Timescales	Person responsible	Outcome
1.1	School is one storey throughout and has ramped access where needed		Schools Business Manager	All areas of school building are accessible
1.2	Ramps in both playgrounds provide access to all areas. All ramps have hand rails.		Schools Business Manager	Access to the upper and lower playground in Key Stage 2
1.3	Yellow painted edging to steps in Upper Playground to aid visually impaired pupils	Ensure yellow edging is kept in good condition. Annual inspection and repaint. Ongoing	Schools Business Manager Site Manager	Steps clearly edged. Navigation of steps made easier for visually impaired pupils.
1.4	Disabled toilet in the upper school / wet room (With ceiling tracker hoist and shower) Disabled toilet in the lower school	Ensure servicing and maintenance checks are carried out in respect of service agreement and in response to individual pupils needs.	Schools Business Manager	Disabled adults and pupils have toilet facilities
1.5	Individualised Emergency Evacuation Plans for pupils where needed	Ensure these are kept up-to-date. Ongoing.	RR DHT	Pupils with disabilities are able to evacuate the school
1.6	Parents/carers or pupils with disabilities are given first priority when parking permits are allocated		RR DHT	Adults and pupils with disabilities are able to access school

1.7	There are 2 disabled parking bays in school car park		School Business Manager	Adults and pupils with disabilities are able to access school – this is extended to the support the short term physical access needs of adults and pupils that have sustained an injury that impairs their mobility
1.8	Speed ramps have been adapted to support accessing the premises in manual or electric wheel/chairs		School Business manager	Adults and pupils using manual or electric wheel/chair are able to access school the road
1.9	Adults and parents/carers of pupils with disabilities are allowed vehicular access to school premises		School Business manager	Adults and pupils with disabilities are able to access school
1.10	Blinds are installed in all classrooms to prevent light glare and help pupils with visual impairment to see whiteboard and C-Touch		Schools Business Manager	Pupils can access information more easily
1.11	All playground staff wear high visibility jackets to enable visually impaired pupils to locate them easily.		CA (Assistant head/ Inclusion Manager)	Staff can be easily identified.
1.12	Environmental assessments are applied for with the consent of parents to support reasonable adaptations for individual pupils with visual impairments.		CA (Assistant head/ Inclusion Manager)	Recommendations can be implemented to enhance access to the physical environment and curriculum.
1.13	Detailed access risk assessments for pupils with disabilities are completed in conjunction with pupils, parents and where attached, Occupational Therapists		CA (Assistant head/ Inclusion Manager)	Providing opportunities to make reasonable adjustments and where needed apply for specialist equipment.

Further Action to be taken						
	Priority	Action	Responsible Person	Timescale	Outcome	
	1.14	Maintenance of Yellow painted edging to steps and fencing Playgrounds to aid visually impaired pupils	Audit by Specialist Teacher for Visually Impaired	Site Manager (SBM)	Summer Term 2019	Navigation of playground made easier for visually challenged pupils.
	1.15	Channel made for hose used to irrigate the school Field. At present hose creates a possible tripping hazard	Channel to be made	Site Manager (SBM)	Summer Term 2019	Navigation of playground made easier for visually challenged pupils.
	1.16	New bench for the disabled toilet (pupil starting in September requires this). Old bench was broken and has been removed.	Bid to be made for this with Local authority.	Site Manager (SBM)	Summer Term 2019	Fully functioning disable toilet

2. Accessibility Strategy Action Plan – Curriculum

Increasing access to the curriculum

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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEN based bullying and harassment.

Current Good Practice				
Curriculum and Technological Support				
	Practice	Any further action to be taken (including Timescales)	Person Responsible	Outcome
2.1	Creation of a sensory Environment		CA (Assistant head/ Inclusion Manager)	Sensory Environment build for which provides a place for emotional support for pupils and provides a sensory diet which promotes language fine gross and fine motor skills and eye-hand co-ordination. It also provides a safe space to learn in.
2.2	New Sound fill system created			Helps pupils with hearing impairment to concentrate on what teaching staff are saying.
2.3	We make available devices, including iPads Pros, Chromebook and laptops, to support SEN, these are allocated to specific pupils and are tailored to their specific needs		Computing Leader/ Inclusion Mgr.	Pupils with SEN can access the curriculum
2.4	Environmental assessments are applied for with the consent of parents to support reasonable adaptations for individual pupils with visual impairments.			Recommendations can be implemented to enhance access to

				the physical environment and curriculum.
2.5	Training and support is provided through differentiated specialist planning to support a pupils with complex needs		CA (Assistant head/ Inclusion Manager)	Pupils with complex needs can access a bespoke curriculum that focuses on developmental progression
2.6	Specific information sharing in relation to individual pupils is delivered to all staff at weekly staff briefings.		CA (Assistant head/ Inclusion Manager)	Enabling opportunities to focus provision and attention towards specific pupils to enhance their success
2.7	Guidelines and or Pupil Profiles are written for all pupils with a Statement or Education Health and Care Plan.		CA (Assistant head/ Inclusion Manager)	Embedding consistent approaches year-on-year in respect of transition and supply cover
2.8	Visual timetables are displayed in all Key Stage one classes to enhance the access of pupils with additional needs		CA (Assistant head/ Inclusion Manager)	All pupils develop their understanding of routine, transition and preparation for change
2.9	A language and communication environment is promoted, including different means of communication.		CA (Assistant head/ Inclusion Manager)	Augmentative devices and Makaton (speech supported signing) are facilitated by staff to promote independent communication.
2.10	The schools Speech & Language Therapist holds termly clinics		CA (Assistant head/ Inclusion Manager)	Staff are able to gain professional advice to aid pupils language development
2.11	Movement breaks and sensory seeking exercises are provided within whole class teaching sessions		CA (Assistant head/ Inclusion Manager)	Pupils with sensory integration difficulties are able to self- regulate which increases their ability to attain
2.12	Specialist equipment is provided to support inclusive P.E. opportunities		CA (Assistant head/ Inclusion Manager)	Pupils with a range of SEND are able to access the P.E. curriculum alongside their peers

2.13	Advice is sort from a wide range of external services		CA (Assistant head/ Inclusion Manager)	Equipment, reasonable adaptations and recommendations are provided to enhance the learning environment for pupils
2.14	Work-stations are common place throughout the school		CA (Assistant head/ Inclusion Manager)	Pupils have access to decreased areas of stimulation to enable independent focus
School Trips, Visits and Events				
	Practice	Any further action to be taken (including Timescales)	Person Responsible	Outcome
2.18	School visits Reasonable adjustments are made to ensure that pupils with SEN/disabilities are able to attend school visits <i>e.g. allowing parents/carers to be in attendance, alternative travel arrangements put in place – taxi.</i>		CA (Assistant head/ Inclusion Manager)	Pupils with SEN are given access to school I visits
2.19	School visits Accessibility risk assessments are completed <i>e.g. staff visit the venue prior to the event date to gain additional information in regard to the physical and emotional environment</i>		CA (Assistant head/ Inclusion Manager)	Reasonable adjustments are made to enable pupils to access <i>e.g. a safe space is identified for high anxiety withdrawal</i>
2.20	School residential trips Reasonable adjustments are made to ensure that pupils with SEN/disabilities are able participate at residential visits <i>e.g. allowing parents/carers to be in attendance, Specialist equipment made available</i>		CA (Assistant head/ Inclusion Manager)	Pupils with SEN are given access to school residential trips
2.21	Accessibility risk assessments are completed with pupils and parents prior to residential trips <i>e.g. individual visit to the venue</i>		CA (Assistant head/ Inclusion Manager)	Reasonable adjustments are made to include pupils – parents have an agreed plan – staff are aware of the pupils access needs

2.21	After school clubs Reasonable adjustments are made to ensure that pupils with SEN/disabilities are able to attend after school clubs, PTA events and Sports Days <i>e.g. allowing parent/carer to be in attendance during club; giving pupils prior access to PTA events to help settle and prepare them for activity (Bounceathon) and making adaptations to activities/races at sports days.</i>		CA (Assistant head/ Inclusion Manager)	Pupils with SEN are given access to after school clubs, PTA events and Sports Days
Behaviour and Policies				
	Practice	Any further action to be taken (including Timescales)	Person Responsible	Outcome
2.24	Reduce experience of bullying related to SEND pupils Records are kept of incidents involving SEN/vulnerable pupils using SPARK forms system	Continue to monitor	RR (Co-Head)	Baseline for number of SEND bullying incidents is established. Incidents reduce over the duration of this action plan.
2.25	Where appropriate and relevant, policies have a section that relate to SEN pupils	Continue to monitor relevant policies.	Senco	
2.26	Year 5 & 6 pupils buddy lower school pupils with social emotional and play related difficulties		CA (Assistant head/ Inclusion Manager)	Pupils have the opportunity to develop their social emotional and play skills without direct adult intervention
2.27	Adult led games are provided at lunchtimes to encourage play and support social interaction			Pupils can develop their experience of social interactions, play rules, and social expectations

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

Current Good Practice					
	Priority	Action	Responsible Person	Timescale	Outcome
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability in each local school.	School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request. Ensure that any communication intended for a wide audience is written in plain English	Inclusion Mgr.	ongoing	SEN pupils and their parents/carers are informed and empowered
3.2	CYP at SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Wikis: for CYP who have EHCPs Person centred annual reviews and regular review meetings throughout the school year	Inclusion Mgr.	ongoing	SEN pupils and their parents/carers are informed and empowered
Further Action to be Taken					
3.3	Parents and carers have a voice	Carry out questionnaire for parents/carers with pupils with EHCPs to gather view of information provided and SEN processes and procedures	Inclusion Mgr.	Autumn Term 2019	SEN pupils and their parents/carers are informed and empowered

Case Study.

Year 3 pupil with Cerebral Palsy

Comments made by pupil:

- I love The Vineyard School
- I need a little help in school to do things. I have a power chair that helps me move around, sometimes adults help me steer it. I passed my test and I have a driving licence.
- I need to swap from my power chair to my standing frame in lesson time which makes it easier to work.
- Sometimes I sit on my special bench in assembly it is nice to sit with my friends.
- My favourite thing about school is the school trips. When we go on school trips I sometimes go by car or taxi and meet everyone at the museum.
- When we go swimming Shelly comes to help me into the water and go swimming. I love swimming.

Year 3 pupil's comments June 2019