



The Vineyard Accessibility Plan

Approved by:

Full Governing Body

Date: 22 March 2023

Next review due by:

March 2026; interim check that no adaptations needed once SRP operational by March 2024

THE VINEYARD ACCESSIBILITY STRATEGY ACTION PLAN

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 and /or staff less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils and/ or staff so they are not at a substantial disadvantage

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

- Ensuring that the rights of pupils and/ or staff with disabilities are upheld
- Supporting the aims and aspirations of pupils and/ or staff 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 pupils and/ or staff with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Consultation, Implementation and Review

The accessibility action plan has been produced by The Vineyard School in consultation. 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 and/ or staff to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

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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
Frances Bracegirdle	Headteacher
Charlotte Axbey	Assistant Headteacher / Inclusion Manager
Svetlana Koksharova	School Business Manager

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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		SBM	All areas of school building are accessible
1.2	Ramps in both playgrounds provide access to all areas. All ramps have handrails.	Ongoing health and safety reviews	SBM	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. Regular inspection and repaint. Ongoing	SBM 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.	SBM	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.	Mary Qualter (SENCo)	Pupils with disabilities are able to evacuate the school
1.6	Staff/ parents/carers or pupils with disabilities are given first priority when parking permits are allocated	Ongoing review in light of SRP building work and subsequent changes	SBM	Adults and pupils with disabilities are able to access school
1.7	There are 2 disabled parking bays in school car park	Ongoing review in light of SRP building work and subsequent changes	SBM	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

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1.8	Speed ramps have been adapted to support accessing the premises in manual or electric wheel/chairs	Review when this is needed. No users at this time	SBM	Adults and pupils using manual or electric wheel/chair are able to access school the road	
1.9	Adults and families of pupils with disabilities are allowed vehicular access to school premises	When needed	SBM	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	Regular review to ensure they are working	SBM	Pupils can access information more easily	
1.11	All playground staff wear high visibility jackets to enable visually impaired pupils to locate them easily.	Ongoing	All SEND staff	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.	When needed for a pupil in school	SENCo	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 Therapist, when needed	When needed for a pupil in school	SENCo	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	Channel made for hose used to irrigate the school field. At present hose creates a possible tripping hazard	Monitoring and using out of school hours	Site Manager (SBM)	Summer Term	Health and safety

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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 SEND based bullying and harassment.

Current Good Practice				
Curriculum and Technological Support				
	Practice	Any Further Action required Timescales	Person Responsible	Outcome
2.1	Provision of a Sensory Room and ELSA space for one to one emotional support	Ongoing, regular review of equipment by SEND team	SENCo	These rooms provide safe, calm, quiet spaces and strategies to support pupils with managing and regulating emotions, feelings and sensory overload
2.2	Soundfield systems are rented for pupils	When needed for a pupil in school	SENCo, SBM	Helps pupils with hearing impairment to concentrate on what teaching staff are saying.
2.3	We make available devices, including iPad Pros, Chromebooks and laptops, to support SEND. These are allocated to specific pupils and are tailored to their specific needs	Ongoing	SENCo, IT technician, SBM	Pupils with SEND can access the curriculum
2.5	Training and support is provided through differentiated specialist planning to support any pupils with complex needs	Ongoing, when needed	SENCo	Pupils with complex needs can access a bespoke curriculum that focuses on developmental progression
2.6	Guidelines and SEND Support Plans are written for all pupils with an Education Health and Care Plan.	Ongoing	SENCo	Embedding consistent approaches year-on-year
2.7	Visual timetables are displayed in all classes to enhance the access of pupils with additional needs	Ongoing	SENCo	All pupils develop their understanding of routine, transition and preparation for change

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2.8	Calm corners are provided in all classes to enhance the access of pupils with additional needs	Ongoing	Class teachers, Phase Leaders	All pupils can access safe spaces within the classroom to independently re-regulate
2.9	Teachers are trained in and required to use dyslexia friendly strategies in classroom displays, teaching aids and adult to adult presentations	Ongoing	Headship Team, SENCo	All pupils and adults can access visual learning, resources and information
2.10	A language and communication environment is promoted, including different means of communication.	Ongoing	SENCo	Augmentative devices and Makaton (speech supported signing) are facilitated by staff to promote independent communication.
2.11	The school's Speech & Language Therapist holds regular consultation clinics for staff	Ongoing	SENCo	Staff are able to gain professional advice to aid pupils language development
2.12	Movement breaks and sensory diet exercises are provided within whole class teaching sessions	Ongoing	SENCo	Pupils with sensory integration difficulties are able to self- regulate which increases their ability to attain
2.13	Specialist equipment is provided to support inclusive P.E. opportunities	Ongoing	SENCO & PE Lead	Pupils with a range of SEND are able to access the P.E. curriculum alongside their peers
2.14	Advice is sought from a wide range of external services	Ongoing	SENCo	Equipment, reasonable adaptations and recommendations are provided to enhance the learning environment for pupils

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School Trips, Visits and Events				
	Practice	Any Further Action required Timescales	Person Responsible	Outcome
2.15	School visits Reasonable adjustments are made to ensure that pupils with SEND are able to attend school visits <i>e.g. allowing parents/carers to be in attendance, alternative travel arrangements put in place – taxi.</i>	Ongoing	SENCo, Headship Team, class teachers	Pupils with SEND are given access to school visits
2.16	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>	Ongoing	Class teachers, Alice McArdle (AHT), SENCo	Reasonable adjustments are made to enable pupils to access <i>e.g. a safe space is identified for high anxiety withdrawal</i>
2.17	School residential trips Reasonable adjustments are made to ensure that pupils with SEND are able participate at residential visits <i>e.g. allowing parents/carers to be in attendance, specialist equipment made available</i>	Ongoing	Class teachers, Alice McArdle (AHT), SENCo	Pupils with SEND are given access to school residential trips
2.18	Accessibility risk assessments are completed with pupils and parents prior to residential trips <i>e.g. individual visit to the venue</i>	Ongoing	Class teachers, Alice McArdle (AHT), SENCo	Reasonable adjustments are made to include pupils – parents have an agreed plan – staff are aware of the pupils access needs
2.19	After school clubs Reasonable adjustments are made to ensure that pupils with SEND 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 an activity and making adaptations to activities/races at sports days.</i>	Ongoing	PE and Extra-Curricular Lead	Pupils with SEND are given access to after school clubs, PTA events and Sports Days

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Behaviour and Policies				
	Practice	Any Further Action required Timescales	Person Responsible	Outcome
2.20	Reduce experience of bullying related to SEND pupils Records are kept of incidents involving SEND/vulnerable pupils using CPOMS	Continue to monitor	Alice McArdlle (AHT), SENCo, all staff to record	Baseline for number of SEND bullying incidents is established. Incidents reduce over the duration of this action plan.
2.21	Where appropriate and relevant, policies have a section that relate to SEND pupils	Continue to monitor relevant policies.	SENCo	
2.22	A designated quiet play area is available at break times to ensure those pupils who are made anxious by the busy playground and /or unstructured times, have access to an enjoyable alternative	Ongoing and monitored	SENCo	Pupils have the opportunity to develop play skills without direct adult intervention and enjoy happier break times
2.23	Adult led games are regularly provided at lunchtimes to encourage play and support social interaction	Ongoing	SENCo	Pupils can develop their experience of social interactions, play rules, and social expectations

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3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

This information should be available on the school's website

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 SEND	School to publish a SEND information report that is clear and answers key questions that parents might have. Reviewed annually. Published on the school website and available in other accessible formats on request. Ensure that any communication intended for a wide audience is written in plain English	SENCo, Headship Team	Ongoing	SEND pupils and their parents/carers are informed and empowered
3.2	Pupils at SEND support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Person centred annual reviews and regular review meetings throughout the school year	SENCo	Ongoing	SEND pupils and their parents/carers are informed and empowered
Further Action to be Taken					
3.3	Families have a voice	Carry out questionnaire for parents/carers with pupils with EHCPs to gather view of information provided and SEND processes and procedures Focus group with families of pupils with non-statutory SEND needs	SENCo & Inclusion Lead	By end of Summer Term 2023	SEND pupils and their families are informed and empowered