Haywood Grove School
Proud to be Special - Proud to be Different

Haywood Grove School Accessibility Plan

2022 - 2024

Approved by:	CATHERINE SMITH	**Date:** JUNE 2022
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

At Haywood Grove School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter. Haywood Grove School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including children, family members, school professionals and members of the governing body.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short, medium, long term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Increase access to the curriculum for children with a disability	**Current Good Practice** The school has **developed its external spaces** considerably. It now has a Muga, a daily mile track, an established forest, a willow crocodile, an outdoor gym, clear playground markings, a new and additional cabin, raised beds, fruit trees and a pond. This is in addition to the tyre swings and rope area at the front of the school. These areas are dual purpose: for curricular use and for self-regulation. These allow us to use all of the available space on our site for learning, as well as facilitating quieter spaces for children to return to a calm alert state. Our **curriculum has been improved and includes elements for all members of our school community.** This includes our families and our school professionals. It is important that our families are able to learn alongside us so that we are working in tandem with them with the mutual aim of helping their child. It is important that our school professionals learn together so that their knowledge and skills around working with our children is continually growing. Our curriculum has a **discrete outdoor pathway** for those children who find the challenge of working consistently in a classroom space too overwhelming. Our remote curriculum (developed during the pandemic) has also been extended to include a full one-year program for any child who is unable to attend school for a longer period of time. Our curriculum has a discrete **Gardening** pathway, and we have an **Eco-Committee**. Our curriculum incorporates a wide range of **physical and social/emotional interventions** that complement and balance the rigor of the academic statutory curriculum. Our curriculum resources are **motivating** and appropriate to the needs of the diverse range of children we work with. These include the iSandbox (augmented reality) and 3d printers. Our on-line and other resources allow us to support children to **overcome their reading and writing challenges**. Our curriculum has been **audited internally** to ensure that there is representation of those with protected characteristics in the materials, and particularly within our literacy resources. Our curriculum has been audited externally by the **Black Curriculum**. Children's **progress is tracked daily**, and this information is shared with families. Short term goals are set every three weeks for academic and social and emotional learning. The curriculum is flexible and dynamic so that we can ensure that we are able to meet children's needs as they change.	Further improve the school external spaces so that the space is safe, stimulating and fit for purpose. Further improve the range of family training. Improve the induction process for new school professionals. Embed the Outdoor and Gardening Curricula. Streamline the process of access to SEMH and academic interventions and resources so that each child gets what they need to make progress. Further diversify the curriculum to make it more inclusive and representative. Revise and adapt the Discovery curriculum to improve its inclusivity. Further improve the rigor with which we monitor and track progress so that under-performance is addressed more rapidly.	Ensure that a cycle of grounds maintenance work is established and undertaken so that the school grounds are always safe and stimulating and used for the purposes for which they are intended. Increase the range of family training that can be accessed, either on-line or face to face and alongside children. Include referral to the Mental Health in SEN Schools practitioner. Provide an on-line video introduction to Haywood Grove for families so that they have a clear understanding of how we work with our children. Provide an on-line video induction program for new school professionals that is accessible anywhere and at any time. Fully resource the Outdoor and Gardening Curricula. Embed the use of all the interventions that we have to offer, organizing the timetable and staffing such that these can be facilitated with as little disruption to academic learning as possible. Ensure that all staff know how and what to use and are consistent in their use of the resources to support those children who struggle to access reading and writing. Undertake professional dialogue with the Black Curriculum to embed diverse themes across the span of our curriculum. Incorporate activities in the Discovery Curriculum that help children explore their own identity and those of others. Reinstate pupil progress meetings on a three-weekly cycle in line with the growth goal cycle. Re-visit and make video training sessions that explain the different elements of the school site and how they are used for curriculum purposes and for self-regulation.	Site Manger and Deputy Head Deputy Head/ Parent Engagement Officer Range of staff, according to the area of work. Coordinated by Assistant Head. Teaching Assistant SENCo, SENCo Assistant and Class family teachers Curriculum Leads, Teaching Assistant, Head Teacher Head Teacher and other senior leaders Head teacher and Class family teachers Range of staff, according to the area of work. Coordinated by Deputy Head.	On-going Autumn Term 2022 August 2022 August 2022 Autumn Term 2022 Summer Term 2022 Summer Term 2022 Autumn Term 2022 On-going	Regular site walks evidence improved and maintained provision Families are offered and engage with a range of options across the year. Families and staff indicate that information is useful and practice as a result is improved. Outdoor curriculum and gardening curriculum are fully resourced. All children access the interventions they need when it has been evidenced that progress is not as rapid as it needs to be. Diversity themes are embedded and taught explicitly across the curriculum. Discovery curriculum leads to a smooth transition into the academic curriculum. Pupil progress meetings identify progress and lack of progression which feeds into the identification of suitable intervention programs.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short, medium, long term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Improve and maintain access to the physical environment	**Current Good Practice** The school has a **premises improvement plan** that maps out the schools short-, medium- and long-term improvement actions. This was developed when the school secured a full-time site manager who works for 52 weeks. The **arts specialists and other interested colleagues** have focused on making the school walls a celebration of the children's learning and of our school vision and values by installing display boards and painting and decorating the hall and some other areas of the school. Following feedback from children some of the school's toilets for children have **increased privacy** as a result of additional doors being installed. The school has one **disabled parking bay** and has funded the installation of additional fencing to **demarcate play spaces** and **increase security.**	Further improve the quality and standard of the internal and external fabric of the building. Further develop the celebratory and visionary aspects of the internal and external fabric of the building through artistic endeavours. Further improve the school's parking organisation. Further improve the school's play facilities.	Continue to follow the maintenance cycle associated with a high standard of décor. Replace the inground trampoline with a resource suitable for rebound therapy. Plan to create a kiln room so that we can extend our art specialism. This will involve making a bid for funding and budgeting. Make a bid to create a home/school lending reading and toy library. Replace the sail shade. Upcycle the piano and relocate. Add artistic features to the steps and pathways Add JRS characters to other spaces around the school. Work with an external designer to create doodling spaces across the school (internally and externally). Undertake weaving so that the railings are less austere. Get the parking bays re-marked. Allocate parking spaces. Buy the covered benches, funding provided by Breakaway.	Site manager and Deputy Head Site Manger and Deputy Head Head Teacher, Art Specialist Head Teacher Head Teacher Art Specialist and Assistant Head Art Specialist and Assistant Head Art Specialist and Assistant Head Site Manager and Deputy Head Head Teacher	On-going August 2022 2023-2024 August 2022 Summer 2023 Summer 2023 Summer 2023 Spring 2023 Summer 2022 August 2022	School site continues to look well-maintained to a high standard as evidenced by internal and other stakeholders site walks. School will have planned and budgeted for this specialist provision for use in 2023-2024. School will have planned and budgeted for this provision for use in 2023-2024 Tired/harsh looking features of the school will look refreshed and inviting (steps, pathways, fencing, railings and piano) External fencing will be strengthened and will provide other activities to engage with during less structured times. Parking will be easier. More external dining and quiet play space will be available in the grounds of the school and will be accessible even during inclement weather.
Improve the delivery of information to pupils with a disability	**Current Good Practice** The school uses Widget as a resource to provide visual cues for children across the school environment. The school logo, W.E.L.C.O.M.E and vision board are in prominent place on entry to school. The school has a screen in the foyer to display key information. The school uses a Dyslexia screener to assess children's risk of specific learning difficulty and specific resources, such as coloured overlays, are then made to children so that they are able to access reading more readily.	Further improve the quality of communication and visually displayed information to the school community.	Re-visit training in the use of Widget Re-visit training in the use of Clicker 7. Re-visit training on Working Walls. Re-visit training on display. Determine the use of the visual screen in the foyer. Develop a school prospectus	Assistant Head Assistant Head Deputy Head Assistant Head and Art Specialist Head Teacher	2022-23 across the year Autumn 2022 2023-2024	Communication for children and with children and all stakeholders will be improved and evidenced by informal and formal focused feedback.

4. Monitoring arrangements

This document will be reviewed by the Head Teacher every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to other policies and documents, including:

- Health and Safety policy
- Equality Statement
- Special educational needs (SEN) information report