



# THE BROOK SPECIAL PRIMARY SCHOOL

## Accessibility Policy (2017-2018)

**Person responsible for Policy:** Headteacher/Senior Leadership Team

**Committee responsible for Policy:** F&PP Committee (incorporating Health & Safety) **Date**

**To Governors:** 13<sup>th</sup> July 2017

**Date Agreed:** 13<sup>th</sup> July 2017

**Review Due:** July 2018 and annually thereafter

**Policy to appear on school website:** Yes

**Is this Policy to be displayed in Reception:** Yes

<b>Headteacher's Signature:</b>	<b>Date: July 2017</b>
<b>Signature of Chair of the Governors:</b>	<b>Date: July 2017</b>

## **Accessibility Policy (2017-2018)**

This Accessibility Policy pays due regard government law and local LB Haringey directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001) and it also incorporates aspects of the Brook Special Primary School Development Plan and policies for Broadwaters Inclusive Learning Community.

This **Accessibility Policy** is divided into four sections:

**Section 1: Access to the Curriculum** - for pupils

**Section 2: Access to Pastoral Support** - pupils

**Section 3: Site Accessibility** - for staff, parents, pupils and the community

**Section 4: Access to Information** - for staff, parents, pupils and the community

### **Development and Review**

This Accessibility Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors including the SEN Information Document and the Brook Local Offer

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims for 2018/19.

The plan will be on the school website and reviewed annually by the leadership team and Governing Body to ensure its effectiveness.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## Section 1: Access to the curriculum

**This section of the Access Plan is monitored by the Interim Deputy Headteacher (Teaching and Learning) and the Interim Assistant Headteacher (Pastoral and Behaviour).**

### Curriculum

At The Brook the curriculum reflects the school that we have and prioritises the individual nature of access for the pupils to the curriculum. The school, its staff and governors are committed to the on-going development of the curriculum. The curriculum of any school is central to meaningful and effective education, it is concerned not just with the 'what' is taught but also 'how' it is to be delivered. Our aim is to provide quality education by seeking to positively and honestly address the individual learning needs of all the school's pupils including the most profound of learning difficulties and complex needs. All pupils are entitled to a broad, balanced, relevant and creative curriculum that aims to provide opportunities for all pupils to learn and achieve and promote pupils spiritual, moral, social, cultural and physical development and prepares all pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Our curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

At The Brook, a variety of teaching methods are used. The nature of our pupils' differing abilities means that learning has to be practical, active and relevant to different levels of development. This could include 1:1 teaching of specific skills and small group teaching. Some skills may be taught in a highly structured way and others will be encouraged indirectly, during activities such as music, art, drama, play and off-site visits. Our pupils learn through first hand experience, through practice and through consistent and structured teaching and learning situations.

Many pupils at the school have personal priority needs which are central to their learning and quality of life. Some pupils have therapeutic needs or require paramedical care. Provision for these needs is a legitimate and essential element of the curriculum and needs to be planned for. This provision enhances individual pupils' readiness to learn in many ways, for example by:

- Positioning pupils so that they learn effectively
- Helping pupils to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills in independent mobility
- Helping pupils to manage eating and drinking, or allowing time for pupils to be tube fed so they are physically well and ready to learn.
- Promoting relaxation and support to help pupils manage stress and anxiety
- Providing soothing treatments for painful conditions to ensure pupils' health and well-being
- Promoting pupils' autonomy and independence through the use of specialist aids and equipment
- Developing pupils' self esteem
- Providing individual support programmes to help pupils manage difficult behaviours and emotions
- Providing structured communication programmes
- Allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood
- Our pupils with Autistic Spectrum Disorder (ASD) may benefit from other teaching methods such as TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) and Attention Autism where appropriate.

Pupils across Foundation/KS1 and KS2 therefore have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- School Development Plan
- Development Plans for Individual curriculum areas
- Curriculum Policy
- Behaviour and Emotional Wellbeing Policies and Documentation
- Policy for Assessment , Recording and Reporting

- Brook Local Offer
- Pupil Premium Plans
- SEN Information Report
- Supporting Pupils with Medical Conditions Policy

## **Section 2: Access to Pastoral support**

### **EMOTIONAL WELL BEING AND BEHAVIOUR**

- Children learn best when their world feels safe, secure and predictable. At The Brook School we do not seek to control children's behaviour but empower the individual child to manage their own behaviour and access to learning. With the support of all school staff, children use the experience of the everyday to build internal resources that will help promote resilience through the successes and challenges offered during the school day.
- Through these experiences children will begin to internalise skills and strategies that will enable them to regulate their own feelings thereby managing their levels of anxiety in what can be a chaotic and confusing world.
- The degree to which the individual will be able to do this will vary from child to child, representing a continuum whereby some will need a great deal of on-going structured support whereas others will become increasingly more independent.
- At whichever point a child is on that continuum we as a school will continue to work to support that child's growing development and emotional well-being working closely with all involved professionals and the child's family to ensure continued access to the whole school curriculum and community life, both within and outside school.
- We will ensure that any response to a child's behaviour reflects a graded and gradual approach that takes account of each child's individual learning needs and the demands of the situation.

*See our behaviour policies and the document 'I need your AID!' for more information*

We have a DSL (Designated Safeguarding Lead) and a Deputy DSL – the Headteacher and Deputy Headteacher. The lead teacher monitoring this section of the Access Plan is the Assistant Headteacher (Pastoral), working with the Multidisciplinary Team and School Nurse who is also a Deputy DSL.

#### **SUPPORT FROM OTHER ORGANISATIONS :**

- The Disabled Children's Team (social care)
- Whittington Health for SALT/Physio/OT/School Nursing/dietitian
- CAMHS – Child and Mental Health Services
- The MDT (Multidisciplinary Team) comprising social care (DCT); Whittington Health and the School which meets fortnightly to discuss children who are causing concern. This uses a Signs of Safety Model derived from social care.
- Markfield Parents/Carers services – run surgeries in school
- Barnardos
- Child Protection Services in Haringey including LADO
- Early Help Services (Social Care)

#### **INCLUSION ON BROADWATERS to support emotional wellbeing:**

- Totally inclusive community with the Willow Primary and Broadwaters Children's Centre.
- All pupils across the community eat together
- All children across the community play together
- Paired classes with The Willow and Children's Centre
- Informal activities with paired classes
- Whole school events eg Party in the Park/Creative Arts Week/Christmas Dinner/Joint assemblies with the Willow
- Joint School Council

The School's various separate policies contribute to supporting the pupils and the teams:

- Attendance Policy
- Policy on supporting students with medical conditions in School

Behaviour and Emotional Wellbeing Policy

- Safeguarding & Child Protection Policy-  
(joint with The Willow and Broadwaters  
Children's Centre.)
- Special Educational Needs Policy

**Other:**

- Looked After Children are identified and monitored (linked to county professionals and following county guidelines)
- Children classified as 'Pupil Premium' are identified
- Individual and Class Emotional Wellbeing profiles are in place and are well monitored by class teams and the Pastoral Deputy. Risk Assessments also monitor and support students and activities.
- School Nurse in place who can be contacted at any time by the staff and by parents/carers. Medicals monitored by school nurse and conducted fortnightly by a paediatrician.
- Attendance is monitored daily and parents are contacted on the first day of absence by Child and Family Liaison officer and monitored with the Headteacher.
- Home/school books are a constant source of information between the home and school in cases of deterioration of behaviours, changes in mood of the pupils.

**Section 3: Site Accessibility**

Responsibility for this section of the Access Plan lies jointly with the Headteachers of The Brook; The Willow and Children's Centre; the School Business Manager and the Premises Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

The following **joint policies** apply to the whole of the **Broadwaters Inclusive Learning Community**:

- **Critical Incident Plan**
- **Joint Premises and Facilities Development Plan**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy**
- **Lettings Policy**

**Procedures:**

- health and safety issues are identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Premises Manager) and SLTs in reviewing these procedures and activities
- risk assessments are written for activities and for groups of students on or off site.
- risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS)
- the medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the school nurse and incorporated into Care Plans; is circulated to staff in school on a need to

know basis

- the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff
- outside professionals (for example, Occupational Therapists; Physiotherapists; Disabled Children's Team; the Visual Impairment Teacher; Hearing Impairment Advisor; Autism Outreach Service; Speech and Language Service; support the work of the school, and the integration of specific students both within the building and within integrated placements.

#### **Principal features of Broadwaters are:**

The Brook Special School; The Willow Primary School and Children's Centre have a brand new, state of the art building which is totally accessible. Some of the facilities are listed below:

- Ramps/doors/rails to all areas
- Ceiling tracking/hoists/slings
- Manual handling resources
- Flexible environment which can be used for whole school, small group activities
- Classrooms for the whole range of needs individually designed for those groups eg ASD classes and PMLD classes
- Accommodation for storage of equipment for pupils with complex needs
- Disabled toilets and changing facilities for pupils and staff
- Accessible signage and wayfaring
- Display/décor for pupils with visual impairment
- Accoustic systems for hearing impaired pupils and others to reduce environmental noise
- Emergency/evacuation procedures
- CCTV and security throughout the school and grounds
- Grounds work/pathways and play equipment
- Multisensory soft play room
- Specialist dark room for visual stimulation
- HE and Art, Design & Technology bases
- Dance and Music studios
- Library and ICT suite
- Augmentative communication via technology so that each student has complete access to the whole curriculum via switches or other aids.
- Play therapy room
- Sensory and sound gardens
- Market garden
- Hydrotherapy pool
- Assembly/sports/dining hall with specialist light and sound facilities
- Trampoline for rebound therapy
- Adapted minibuses
- Accessible/adapted toilets/changing areas with plinths and hoists
- Specialist individual equipment for pupils ordered by Physiotherapist, Speech and Language Therapists, Occupational and Dietary Therapists
- All classrooms have computers/interactive whiteboards with appropriate switches, software and internet access

#### **Section 4: Access to Information**

This section of the Access Plan is monitored by the Strategic Information Manager and School Manager, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

**Purpose of this policy:**

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the School has its own policies on Data Protection and Complaints.

**Responses to requests for information**

- Relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested at a small charge.
- Parents/carers may request copies of pupil record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/carers may not be given access to records which contain information on other staff/pupils which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Headteacher.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

**Information provided by the school Pupils****have access to information by:**

- Constant support from their class teams on how they are progressing – whether this be verbal; signed; through switches; visually; or in symbolic form ie Communication in Print/Sensory Stories
- representation on/by the Student Council

**Parents/carers have access to information by:**

- the regular reporting of their child's progress by written reports from teachers
- monitoring of their child's individual termly targets with the teachers
- teachers' written comments in students' home/school books /letters and emails to parents/carers; telephone conversations
- talking to teachers and support staff at annual Parents' Evenings, Early Days and Annual Review meetings for the pupil's statements or EHCPs.
- Annual Meeting the new class teacher meetings
- Key Stage Leads contact with parents
- Children and Family Liaison Officer's meetings with parents/carers to discuss Child and Family Profiles/RAS forms/DLA forms etc. etc.
- the school's website

- Headteacher's Parent/Carer Briefings held half-termly
- Parents/carers meetings by prior appointment to visit the school
- specific requests for information (see above)
- Support meetings such as Child in Need Meetings/Team around the Family Meetings
- The Brook Local Offer

**Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:**

- the School's website
- contact with professionals within the school
- by written request/phone-call to the Headteacher

**Accessibility of information**

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- the School will support parents/carers and pupils through the use of Braille; symbols; Makaton and BSL; PODD; large print, audiotape or Braille for parents/carers who have difficulty with standard forms of printed information
- the School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. During parents' evenings and review meetings of children's performance in school, documentation is sent in the child's bag at least one week before the meeting.
- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/carers can access information.















