



# **Greenvale School Accessibility Policy**

**Signed: November 2023  
Next Review date: November 2026**

# **Accessibility Policy**

## **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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect regardless of their level of ability. This involves providing access and opportunities for all pupils without discrimination of any kind. As a special school equality of access and meeting individual need lies at the heart of everything that we strive to achieve. 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.

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

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

The purpose of this policy is to state how Greenvale School meets the extra special needs of its students in addition to the severe learning difficulties that all its students have. All students have a Statement of Special Educational Needs which sets out their needs and entitlement to having those needs met at the school.

## **Additional Special Educational Needs**

In addition to severe learning difficulties students at the school may have one or more, in any combination, of the following needs:

- Mobility impairment
- Visual impairment
- Hearing impairment
- Dual Sensory Impairment
- English as an additional language
- Autistic Spectrum Disorder
- Severe communication difficulties
- Challenging Behaviour
- Profound Learning Difficulty
- Be newly arrived in the UK

There may occasionally be some students for whom access to a mainstream curriculum in a mainstream school is an appropriate placement on a regular timetabled basis through link activities or even a dual placement arrangement.

### **Rationale for Student Grouping**

Students are placed in a class on the basis of their age. Classes are not designated purely for specific year group as the size of each group and intake varies from year to year. Students are generally grouped into classes for September each year into viable groups according to their age. Students move up the school class by class and where possible remaining with their year group. Consequently, each class is a mixed ability group of approximately 8 – 12 students maximum. There is in addition a number of classes for students in the Glade provision who require smaller class size of up to six students and a low stimulation highly structured learning environment. This environment provides the optimum opportunity to learn and make progress. These classes are grouped according to need and sensory profile rather than by age.

Each class has a teacher and support staff. The team consists of two Support staff a Learning Support assistant and possibly a qualified HLTA) or a second Learning Support Assistant and Meals Supervisor. On occasions 1:1 support staff are also in classes.

### **How does the school meet the additional needs of its students?**

To meet the diverse needs of the student group the following strategies have been put into place to ensure that all students have equality of opportunity and access to the curriculum in order to make maximum progress and achievement.

#### **1. Physical environment**

The buildings and sites meet and exceed the requirements of the Equality Act 2010. The schools are sited on a flat plot, with the majority of the learning area on the ground floor with flat access and some specialist learning environments on the first floor and two lifts between floors on each site. Internal doors can accommodate wheelchairs with exceptionally wide corridors to enable free movement of wheelchair users. The student corridors are also fitted with handrails to support those at the early stages of walking or with mobility needs. There are disabled toilets sited throughout the buildings. There is ceiling track hoisting in many toilet areas, the Learning Support Base, Interactive Learning Studio and in the pool. In addition, every other teaching area is provided with a mobile hoist. There is an extensive system of swipes that moderate access to rooms and corridors and ensure the safety of our young people.

#### **2. Class Organisation**

Classes are grouped together in key stages to enable staff to work co-operatively and collaboratively to meet the needs of the student group. They can do this in a number of ways, for example

- Staffing and students can be grouped into ability groups. For example this could enable more support staff to be allocated to less able student groups. This can be very helpful to deliver a particular curriculum subject such as PSHE or PE. This model is followed for ability English and Maths groups.

#### **3. Provision to support students with Profound & Multiple Learning Difficulties in the Grove Pathway**

Students with PMLD in the Grove Pathway are defined thus in Every Child Matters (DCFS 2003):  
“**Profound and Multiple Learning Difficulty (PMLD)**: Students with profound and multiple learning difficulties have complex learning needs.

In addition to very severe learning difficulties, students have other significant difficulties, such as physical disabilities, sensory impairment, or a severe medical condition. Students require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory input and support as well as a highly adapted curriculum.....Their attainments are likely to remain within the 5 areas of engagement.

Students are identified as needing access to the additional support provided by the learning support team by the following method:

The Class teacher and the Learning Support Co-coordinator jointly make an assessment of the pupil's needs. The pupil's needs are prioritised and support is allocated according to the pupil's needs balanced with the needs of other students in the class and using the base facilities.

The amount of input each pupil receives from the learning support team is entirely on an individual needs basis and is adjusted to meet the pupil's needs over time. The review of entitlement is carried termly at a Senior & Middle leadership team meeting. This meeting will review the needs of the current students and allocate support according to needs of the pupil population.

The school has a learning support team and a specialist learning support base room to meet the needs of students with profound & multiple learning difficulties. This consists of a co-ordinating teacher and additional provision in the form of learning support assistants plus additional hydro-therapy support if this is identified as a need. The team works on a strictly timetabled basis working with class teams and departments. The amount of input each student receives from the team is entirely on an individual needs basis and is adjusted to meet the student's needs over time.

- The team withdraws the student from his/her class group for intensive work in the base room which has been designed for the purpose with specialist facilities or in another of the school's facilities. These spaces can provide a very stimulating and/or focused environment individually tailored for intensive interaction.
- The team members also offer outreach work where they join the class teams to support the Grove students to access the curriculum alongside their peers.
- The Learning Support co-ordinator and team support the class teachers in curriculum planning, IEPs/ILPs and reporting.
- Members of the student's class team (teaching or support staff) can work with students in the base room to support work in the class and for professional development.

It is the school's belief that this approach meets the needs of Grove pathway students who need access to the stimulation of the classroom and experience of a broad and balanced range of activities that the classroom offers as well as the individual and carefully structured activities tightly focused on IEPs in the base.

#### 4. Provision to support students requiring additional Interventions.

The purpose of the Interventions Base is to plan and implement effective interventions which are targeted at learners' needs and abilities in order to help them to achieve their targets or to help them with emotional or social support to be more confident and happy at school. The Interventions base is organized by A lead practitioner and members of support staff.

##### Aim :

To support and respond to individual social, emotional, wellbeing and learning needs by providing meaningful and individualized interventions taking into account fundamental components such as scaffolding, connecting to prior knowledge, motivating, and providing opportunities to practice skills.

##### Type of Interventions:

Booster: refers to interventions aimed at boosting progress of pupils that have been highlighted as needing extra support in English and Maths.

Extra support: refers to support Interventions that promote social and emotional development and wellbeing: for example circle of friends, healthy cooking, self-esteem groups, football, trampoline, Advanced PE.

Extra Challenge: refers to an intervention aimed at stretching the most able Woodland Pathway: For example Shakespeare School festival and discussion groups.

Extra communication: refers to an intervention aim to increase communicative initiation and to carry over learned skills to new settings and communication partners using a number of modes of communication such as signed, oral, auditory, and written and visual aids, depending on the particular needs and abilities of the students: example PECs session, Makaton session, grid player, Braille.

##### Organisation:

The Interventions Base consists of the Interventions co-ordinator and support staff

The intervention team works in close liaison with other professionals such as the Speech and language therapist, Occupational Therapist and the LSB coordinator.

Pupils who have been identified as needing an intervention have an Intervention Plan in place which gives all staff working with them a detailed plan of how best to support the individual student.

Requests for Intervention Support and duration:

Class teachers and support staff can refer students for additional support by using the referral system in the appropriate file in the Interventions Base. They can also be referred by the SLT if they are a student flagged as a student with a cause for concern.

Interventions will last for a prescribed period of time and they will be delivered at a frequency that reflects the students' needs.

Room and Resources:

The Intervention Base can accommodate small groups and has also individual workstations for independent work. The Base is well resourced with materials, ICT facilities and the usual classroom requirements to deliver the interventions.

Any staff wishing to use The Intervention room to work with students can book the room using the booking system in the appropriate file in the Interventions Base.

Assessment:

The students and staff provide feedback at the end of each session. (IP) This then is used in refining planning for the next session where consolidation may be necessary whilst ensuring progress towards the initial objectives stays on track (Intervention targets in Solar)

Interventions are not meant to replace the work of the teachers in the classroom but are there to support progress towards expected levels of achievement and wellbeing. If a pupil does not make progress they will be referred back to The Interventions coordinator who will then consider, in liaison with other professionals and class teacher, what further forms of intervention or strategies may be provided.

5. Glade Provision Students.

Our Glade provision classes cater for young people with a higher level of need in relation to their sensory integration. This may also mean that the young person might display behaviors that challenge. These classes have very small student numbers with a high ratio of staff. They have a low distraction environment and follow a very structured routine to the day. These classes use a range of communication approaches, which is inline with our total communication approach. Examples of this are visual timetables. Colorful semantics, attention autism and PECs to support student communication and understanding. They each have similar staffing structure to other classes and are supported extensively by the Assistant Headteacher responsible for behaviour.

6. Provision to support inclusion of students in mainstream schools

The school promotes and actively seeks mainstream links and inclusion within mainstream schools. The school believes strongly that all its students are entitled to experience being educated alongside their mainstream peers as appropriate to their needs during their time at the school.

For a very small minority of students it may be appropriate that they have a dual placement where they are educated in their local mainstream school for part of their school week throughout the year. Other students might work on one-off or weekly projects such as St Johns Link, Step into dance days or joint music collaborative projects.

7. Provision to support students with Sensory Impairment

The school has visiting peripatetic teachers who advise the school staff on the needs of students with visual impairment, hearing impairment and dual sensory impaired students and how to facilitate and maximise their access to the curriculum. These professionals can not visit often and in order to maximise the benefit of their input the Learning support co-ordinator timetables their visits in consultation with class teachers.

8. Provision to support students with medical needs

The school has a team of health service professionals, known as the Multi Disciplinary Team (MDT), who treat students on site and who also advise the school staff on the needs of students and how to facilitate and maximise their access to the curriculum. The school match funds the full time Nursing Support

assistant post to ensure higher service delivery than can be funded alone by the PCT. The following professionals visit the school on a regular timetabled basis and in order to maximise the benefit of their input the Learning Support co-ordinator co-ordinates their visits in consultation with class teachers.

- Speech & Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse
- School Doctor

Their assistants attend the school every week. Students' Statements identify their entitlement to input from health service professionals

In general they work in classrooms and other learning environments alongside staff but also withdraw students to treat them individually according to their needs.

The MDT supports the class teachers in Programme development as appropriate and has a role to play in reporting in the Annual Review process.

Regular MDT meetings are held to share information and strengthen partnership working within the school.

School staff are trained and supervised by the team to support some medical needs such as the administration of emergency medication such as buccal diazepam, EpiPens or tube feeding. The healthcare support assistant carries out all medications and tube feeds as part of her role. She assists when students have seizures and can administer or support the administration of emergency medication.

#### 9. Provision to support the learning of students with English as an additional language and New Arrivals in the UK

The school will make every effort to support the family when it is known that they are new to the country. For example it will support and explain to them the statementing process or how to access appropriate support from social care or health services.

The school will access translation and interpreting services to enable smooth and accurate communication both with the pupil and his/her family. It will also ensure that there are cultural references in the curriculum and its resources to make connections with the students' home lives.

#### 10. Provision to support the learning of students who can present challenging behavior (Glade Provision)

Some students have periods of time when they exhibit behavior that challenges. This reflects changes in their learning needs and their ability to access learning. The class team will, in the first instance, modify the arrangements to support the pupil to learn within the classroom setting. They will complete a risk assessment and a positive behavior support plan, supported by the learning mentors with the advice and support of the assistant head teacher for behavior and lead practitioner. They may also seek advice and support from other professionals as relevant. This plan is shared with the whole staff at the regular weekly briefing to ensure a consistent response in the school.

The team may seek advice from the Educational Psychologist or the Clinical Psychologist to develop the plan by making a referral with the support of the parents.

If after seeking advice and making as much adjustment to the curriculum, teaching approach and staffing as possible the behavior that challenges is not reducing an internal review should be held to see if other support from within school resources can be provided on a temporary basis. The Leadership team monitors the incidents through its weekly review of incident reports on our CPOM recording system and will make recommendations.

If the above interventions fail to make any impact on improving the student's behaviour or learning an emergency Annual Review is held involving all professionals and the family. A number of outcomes may result, including a request to the Local Authority for additional funding for staffing which is a change in EHCP or a change in placement specified on the EHCP.

#### Monitoring & Evaluation

The various strategies outlined above are regularly monitored by the Senior Team as part of the cycle of classroom and teaching observations. Reports are made to the Governors' Curriculum Committee and to the full Governing Body via the Leadership Group Report.

Signed: \_\_\_\_\_ Chair

Date: 19/11/2020

Agreed remotely COVID