

Greenwich House Independent School

Accessibility Plan - 2021-2024

Introduction

‘The attitudes and values a child picks up at school will stay with them for life. By exposing children to an atmosphere of mutual respect and consideration, we equip them with a sense of self worth, consideration towards others, understanding and sympathy and different viewpoints.’

Greenwich House School philosophy as written in the school prospectus

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Greenwich House Independent School’s (“Greenwich House”) commitment to the principles of the Equality Act 2010 is set out in it’s Equal Opportunities Policy. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and be approved by the Head Teacher. The current Plan will be appended to this document .

At Greenwich House we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Greenwich House Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and government websites. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives.

3) Greenwich House is committed to providing an environment that enables full curriculum access to its pupils and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Greenwich House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are prepared for life ; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or schools visits (this includes the provision of specialist or auxiliary aids and equipment which may assist pupils in accessing the curriculum within a reasonable timeframe); Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe Improve the delivery of written information to pupils, staff, parents and visitors with disabilities - examples might include hand-outs, timetables, textbooks and information about the school and school events - the information should be made available in various preferred formats within a reasonable timeframe.

5) The Greenwich House School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information supplied by Greenwich House.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Head Teacher. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11)The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan where relevant.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Review of Accessibility Plan 2018-2021

The Accessibility Plan 2018-2021 has been reviewed as part of the 2021-2024 Accessibility Plan and is set out in full below. For the preparation of the Accessibility Plan 2021-2024 a review of the outcomes of the Accessibility Plan 2018-2021 has been undertaken. A brief summary of the outcomes identified during the review are set out in italics and adjacent in each case to the relevant statement or identified objective. The school has undertaken an extensive SWOT analysis of it working with disabled children. Please see below.

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none">• Dedicated and well trained staff• Experienced staff• Strong relationships with parents• Good relationships with external agencies <p><i>The School continues to maintain a dedicated and well trained staff consisting of employees who were staff of the School at the time of the preparation of the Accessibility Plan 2018/2021 and staff recruited since that time. The School continues to maintain strong relationships with parents (as evidenced in the Ofsted inspection of 2019 School Inspection) as well as its relationships with external agencies -including other schools (for example in cooperation for dealing with pupils transition to new settings) and in relation to SEND and the needs of individual pupils.</i></p>	<ul style="list-style-type: none">• Access restricted by the traditional building fabric• Access restricted via possible issues related to local planning regulations.• Equality Act compliance has to be measured in respect to total school population thus cannot be looked at in isolation. <p><i>Access continues to be restricted by the traditional building fabric although steps have been made in line with the Accessibility Plan 2018-2021 to mitigate issues of access - eg. clear signage and access points and pathways are maintained. Options have been explored and will continue to be explored to improve access to and within the school site. Greenwich House will remain flexible in the use of it's space to provide access to its curriculum and at a minimum to make reasonable adjustments to provide individual access to the curriculum.</i></p>

<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Increase access via non physical opportunities i.e. curricular activities. • Staff training – the school is committed to a programme of continuous professional development in this area of legislation. • Increase use of the school’s ground floor for certain curricular areas and hosting meetings. <p><i>A range of physical and non-physical activities are offered both with and outside the curriculum eg lunch time and after school clubs and activities - cookery and craft clubs have been introduced. Additional support is also provided to individual pupils to meet their educational needs. Staff training is provided by way of circulation of policies and the regular review of pupils needs during staff meetings. Collaboration is encouraged. Training opportunities arising from pupils needs will be monitored and made available as required. The ground floor is used for certain activities and for visitors are require its use to deliver talks or presentations to the pupils</i></p>	<ul style="list-style-type: none"> • Non-compliance with Equality Act legislation may prevent individual pupils in not achieving access to all areas of the curriculum. THIS WILL BE MINIMISED BY STRONG LEADERSHIP AND PROACTIVE MANAGEMENT BY THE HEAD TEACHER. <p><i>Action including reasonable adjustments have been made to provide individual access to the curriculum including accommodation of additional support being accessed by pupils.</i></p>

The impact on disabled pupils is minimised by the following polices and curriculum opportunities:

- School’s policies, practices and procedures relating to anti-bullying, school trips policy, risk assessments and the administration of medicines. These are kept under constant review. *The School’s policies, practices and procedures continue to be kept under constant review.*
- The physical environment of the school. *Maintenance of signage and access is reviewed on an ongoing basis*
- The curriculum. *Greenwich House provides additional support to it’s pupils where this need is identified and in the school, for example, includes the preparation of it’s Pupil Support Plans which are regularly reviewed. Greenwich House actively seeks to explore the use of and encourage means of supporting it’s pupils to access the curriculum. Pupils with SEND and their parents or carers are supported including seeking out support and/or funding from third party agencies where appropriate.*

Outcomes to increase access for disabled pupils include:

- Bespoke curriculum programmes where needed. *Accommodation is made for those pupils accessing additional support both within and outside the setting eg. Toe by Toe; Alpha to Omega. Pupil Support Plans are put in place and reviewed and*

- procedures are followed to support pupils with identified SEND needs including seeking out support and/or funding from third party agencies where appropriate.*
- Access to additional specialist staff where appropriate - *additional support is provided within Greenwich House and information and guidance is provided to parents to those requesting or interested in additional support outside the setting including seeking out support and/or funding from third party agencies where appropriate.*
 - Extra-curricular activities. *A variety of physical and non-physical activities are provided in the curriculum and outside the normal curriculum eg. Lunch time and after school clubs and activities*
 - Every Child Matters agenda. *Greenwich House takes into account policies and guidance concerning equal opportunities*

1. **The main priorities in the school's plan**

- a. Increasing the extent to which disabled pupils can participate in the school curriculum. *Pupil Support Plans are put in place and reviewed and procedures are followed to support pupils with identified SEND needs*

Planned curriculum development work is time intensive, so, to be sustainable, needs to:

- Focus on chosen areas of the curriculum over time. *Greenwich House is in a position to provide flexibility to enhance its curriculum for groups of children and individuals where there is an identified need*
- Be planned over the life of the school's accessibility plan 2021-2024. *Plans are adjusted and/or made for individual pupils*
- Be led by those with curriculum expertise within the school. *Members of staff actively contribute to the development of the curriculum within the school assisted by regular staff meetings*
- Draw on the expertise of external partners, for example, speech and language specialists and educational psychologists. *Contacts with SEND and other professionals have been utilised for the benefit of individual pupils.*
- Use ICT at all available opportunities. *Use of ICT is used and its use is adapted for individual pupils*
- Information gathered via the school site plan and internal issues identified via the schools senior management, *Please see the above as to issues relating to the fabric of the building and the work undertaken*

Key Elements in a successful planned approach are likely to be:

- A focus on the medium term planning at the level of schemes of work.
- A clear assessment of the current National Curriculum levels if the full range of pupils, particularly in relation to speaking and listening levels.
- High expectations of pupils and staff.
- Appropriate deployment of learning support.
- Pupil grouping and use of peer support.

The above elements are taken into account in all planning relating to the curriculum Disabled pupils need access to the 'formal' 'taught' curriculum of the school, but also to activities in the interstices of the school day and beyond the school day, for example:

- Recreation

- Movement around the school
- Special events; sport days, visiting theatre groups or story tellers.
- Extra-curricular activities; additional early start sessions.
- School trips.

As mentioned above, Greenwich House has increased the variety of extra-curricular activities available to its pupils. The work to the fabric of the building mentioned above has been designed to improve the opportunities around the school but adaptations are borne in mind including when changes are required to the fabric of the building or are proposed. The school has set the following overall priorities for increasing curriculum access:

- Individual Education Programmes (when required)
- ICT
- Physical Education
- Music and Drama
 - b. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Changes to the physical environment will include:

- Reviews of signage, colour contrast, floor coverings
- Improvements to medical room, toilets, washing and changing facilities.
- Changes to the layout of the playground and other common areas over the course of this plan.
- The provision of ramps and external surface improvements and improvements to access points.
- The provision of particular furniture and equipment to improve access.

The actions taken in respect of the fabric of the building have been mentioned above. A ramp has also been provided and Greenwich House will endeavour to be flexible in utilising its budget or seek to obtain funding to provide furniture and equipment to improve access including to individual pupils with specific need

In addition information gathered via the school site plan and internal issues via the senior staff of the School.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Funding of improvements to the physical environment of the school may come from a variety of different sources:

- Local Education Funding
- Core business funding

The school has set the following priorities for physical improvements to increase access:

- Areas of the school require lines remarking to highlight change of level – immediately. *This has taken place and marking replaced if deteriorated in effectiveness*

- A programme of access ramps including purchase of portable ramp – ramp purchased (back gate and path re-built in uneven areas) - *a portable ramp is available*
 - Provision of appropriate communication equipment – *ICT is utilised and Greenwich House will remain flexible with a view to allocating its budget and/or applying for funding*
 - Specific equipment purchased to aid in the delivery of the Physical Education Curriculum and ICT Curriculum. - iPads bought and renewed *Greenwich House will remain flexible with a view to allocating its budget and/or applying for funding*
 - Signs at points of entrance to the school to offer access assistance. *Signage has been provided*
- c. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.
- Handouts, timetables, worksheets, notices, information about school events:- In Braille, large print, in simplified language, on audio tape, on video tape, through sign language, using a symbol system (the school has specific programmes and timetables for autistic children) *Greenwich House will provide information in the appropriate format. It provides appropriate resources to those with individual support plans and SEND needs).*

Identifying the appropriate format must take account of:

- Pupils' impairment: access to information may be improved for particular groups of pupils by particular approaches, for example, pupils with learning disabilities may be able to access information more easily where it is provided in simplified language, pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems.
- Preferences expressed by pupils or their parents.

2. Action Plan

- a. Management, coordination and implementation

The planning process:

- The Head Teacher takes responsibility for the school accessibility plan and sets a clear direction for it.
- The plan will be reviewed annually and when appropriate depending on changes within the school roll.
- The evaluation of the plan will be undertaken in conjunction with the schools advisors where appropriate.

Other Policies and plans used in reference

- SEND Policy
- School Development Plan Health and Safety policies.

Implementation of the plan

- Implementation is the responsibility of the Head Teacher
- Funding will be sought for the LEA for teaching support posts and from the school budget for the potential capital requirements. Such funding has been obtained in appropriate circumstances

b. Getting hold of the Accessibility Plan

The school makes its accessibility plan available in the following ways:

- Hard Copy
- School Website

The review and the comments in italics above provide details of the current position. Greenwich House is determined to meet the objective and targets identified in the Accessibility Plan 2018-2021 maintain what it has achieved so far in respect of those targets. Most importantly Greenwich House recognises the need to be flexible in order to maximise the opportunities for pupils to access its curriculum and to be alert to opportunities as they arise to enhance the environment and curriculum of Greenwich House whether these are financial or otherwise.

Signed on behalf of the setting by:

.....Mrs A Brindle..... Head Teacher
Date: Sept 2021