



Chandlings Accessibility Plan

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3-year period covered by the plan: October 2015 – October 2018

1.1 Statement of current accessibility measures at Chandlings

Inclusion Statement

We have a number of children with medical disabilities or specific difficulties. These include dyslexia, dyspraxia, dysgraphia, hearing impairment etc. All our pupils are fully integrated into school life and participate in the whole curriculum, including extra - curricular activities. We have a number of EAL children who receive extra tuition.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications, regardless of any disability he/she might have. We have several staff with medical disabilities, including diabetes and deep vein thrombosis, and all are provided with the necessary support for their roles.

1.2 Aims

At Chandlings we aim to include all children in all aspects of school life. We aim to ensure equality of provision and treatment for all children and staff regardless of race, gender, class, ethnic/cultural background or creed. We recognise that each child has an entitlement to personal, social and intellectual development and aim to create an environment in which staff and parents work together so that each child may be helped to reach his/her potential.

We accept that each child is unique with individual talents, interests and needs which must be recognised and respected as being of equal worth by all within the school community. We recognise the wealth of experience of different cultural groups and that differences of race, colour, creed and ethnic background enrich our community.

2. Key Personnel

Mrs Ginnie Davis, Head of Learning Support (SENCo).

3. Legislation

Chandlings is fully committed to ensuring that the application of this policy is in line with: The Equality Act 2010 and The SEN and Disability Act 2014.

4. Review and Development

4.1 Actions to promote improvements to the physical environment.

Whilst we recognise that our school site can present challenges in its physical aspects, we are constantly aiming to improve this. If necessary, steps will be taken to improve the physical environment of the school in order to increase the

extent to which disabled pupils are able to take advantage of all that is offered by the school. We have added: sound-proofing to the main Hall/ Gym; small support rooms for Phonics and small groups to be withdrawn to; created 2 further Learning Support rooms (2014) in the main teaching block for EAL and LS support; added ramps to classrooms and the main hall/gym (2013); added a disabled WC in the Year 6 Teaching Block (2013)

New building work will take into account:

- lighting and paint schemes (to help visually impaired children)
- ramps and access routes (to help physically impaired children)
- carpeting and acoustic tiling of classrooms (to help hearing impaired children)

Reasonable adjustments to the physical environment to accommodate pupils with physical disabilities could include simple changes such as making sure that most lessons take place in ground floor classrooms for a class where one of the pupils uses a wheelchair as the school does not have a lift. We can make adjustments such as children using a different cloakroom or entrance if necessary.

With regard to wheelchair users, our site can be divided into three categories as seen on the colour coded plan:

- Good access (green)
- Access possible with small moderations (orange)
- No access at present

4.2 Actions to improve the way information is delivered to disabled pupils

For children who may have vision impairment we would aim to make information that is normally provided in writing (such as handouts, timetables, assessments) more accessible by providing text in larger print or using a symbol system/ colour - coding when necessary.

Admissions, exam and test papers can be enlarged, cut up as necessary to help accessibility and we can print internal tests and exams on beige paper to reduce visual stress.

Heads of Department have looked at the accessibility of exam and test papers and this is constantly under review by the Deputy Head (Academic) and department heads.

Teachers are advised about any difficulties with accessing information that a pupil may have and the LS team can support with helping them make adjustments. For example, staff involved in teaching children with hearing impairments are given training regarding the use of specialist equipment; the Head of Learning Support and relevant members of staff would have regular

meetings with external professionals to ensure that the needs of the child are met.

4.3 Actions to increase access to the curriculum. Changes to teaching and learning arrangements

At Chandlings, in the Pre-Prep department, we help children access core subjects by organising our teaching resources so that children are supported. Teaching Assistants are timetabled to support the children and can run smaller groups under the direction of the teachers or Head of Learning Support. The Learning Support Department links closely with teachers to ascertain areas of need and run support groups accordingly.

At Chandlings, in the Prep department, we provide smaller teaching groups for those children with learning disabilities in the core subjects of Maths (from Year 3) and English (from Year 4) when appropriate. Teacher Assistant time may be focused to support particular pupils. The curriculum may be adapted by the teachers to meet individual pupil needs. Subject teachers work closely with LS teachers to address the needs of pupils with disabilities. In addition, we differentiate tasks in the classroom to meet pupil needs and we may provide extra supports such as reading rulers, desk slopes or cushions. When necessary, teachers/TAs may scribe or read for pupils. Staff regularly receive training in matters of SEN.

We help children with disabilities access exam and test papers by making special access arrangements managed by the school Head of Learning Support and Deputy Head Academic. Our policy is that if we have evidence that a child has specific difficulties such as working memory deficits, reduced processing speed, reading accuracy or speed issues, handwriting problems and planning difficulties (identified through an external report or from our own observations and tests), then we will provide extra support in terms of extra time or a reader or scribe. From Year 5 onwards, we only allow access arrangements for exams if specified by an Educational Psychologist. A small number of our pupils use a laptop. We prefer to withdraw pupils with exam concessions into a separate room, if resources allow.

Some children need support with personal organisation and the school endeavors to support pupils who have these difficulties. We work with parents and children to help children become more organised and to meet the demands of homework and lesson preparation. Examples of support systems could be: the provision of a visual timetable or the use of a 'buddy' system. Parents can be e-mailed or a contact book set up to ease communication. In all cases, a key person will be identified to co-ordinate this provision and regular reviews carried out.

4.4 Classroom Organisation

We ensure that children with visual or auditory difficulties sit near the front in class and children are sensitively paired or grouped so that they are supported. We can provide copies of text for children who have difficulty reading or copying from the board, when appropriate, and we can provide special pens and writing slopes for children with writing difficulties. Teachers aim to use a variety of teaching methods to cater for different learning styles.

4.5 Timetabling

We aim to ensure that all children have access to the full curriculum at Chandlings. Children may be withdrawn as individuals or in groups for extra tuition and help. In this case, the withdrawal would be during a non-core subject. Whenever further specialist support is needed, parental agreement is sought.

4.6 Support from other pupils

Pupils can support each other in their learning and also in their personal organisation and social development. At Chandlings, we may ask children to help each other and we believe this is good practice providing it is handled sensitively and monitored carefully.

4.7 Assistive Technology

Technology can help children learn faster and more easily and therefore can increase access to the curriculum. At Chandlings, we provide interactive whiteboards. In the learning support department, we have a range of software to support learning. The EAL department acquired an interactive, touch screen computer to aid visual learning for EAL students (2015). We encourage children to use computers at home for research and they can also complete homework on the computer at times. When children have writing difficulties, parents can scribe or type for them to record their responses following agreement with the school.

Pupils can use laptops in school provided that:

- The need is identified by an Educational Psychologist
- The pupil has a good wpm speed (greater than their handwriting speed)
- They can use the laptop with minimum support and that it assists in opening access to the task in hand.

4.8 School Transport

We aim to take children out in school minibuses or on coaches providing they can be safeguarded. We ensure that children with disabilities are particularly provided for in terms of staffing and management, if necessary. Risk

assessments and documentation for school trips includes information regarding children who may have a physical, communication or behavioural difficulties. Teachers planning residential trips take this particularly into account and staffing ratios may be increased to ensure safety. The school reserves the right to not invite pupils if safeguarding is not felt to be possible following negotiation with the parents.

4.9 If a child cannot attend school for medical reasons

If a child cannot come to school for medical reasons then the school will aim to provide work to be done at home in the core subjects so that the child does not miss key learning.

5. Future Development

Physical Access			
Building or Equipment	Target	Lead Staff	Timeframe
Play Equipment for break times	To provide more play equipment for use at break time for those children who prefer not to run around	AB/EB	2016 Achieved. Ongoing.
Internal play area for children to use during break time	To provide an alternative space for children to go during break time, if they prefer to read or draw	AB/PT/SLT	2015 Achieved. Play cabin in use.
Swimming Pool	New swimming pool complex to have wheelchair access.	Cothill Trust	2020
Curriculum			
Area	Target	Lead Staff	Time frame
Fine Motor	To trial Warwickshire OT programme for fine motor skills.	GW	2016-2018
Handwriting	To trial 'Magic Link' handwriting programme.	GD/GB/HS	2017-2018
Literacy	To trial new spelling programme (WordBlaze) in Yr 5 and in Learning Support	AES/GD	2015-2016 Achieved. Now rolled out to Years 4,5 and 6 for LS spelling.
Time table	To simplify timetable in Pre Prep to allow for	FL/SF/CBG	2016-2017 Achieved. More

	more classroom time with teacher		literacy and numeracy added to pre prep timetable.
Screening	To introduce CAT screening for Years 3, 4 & 5	FL/SF/CGB	2016-2017 Achieved. Ongoing.
Screening	To introduce alternative forms of assessment in Year 1 or 2 as an alternative to CoPS assessment.	GD/HH/BA/MM	2015-2017 Achieved. Ongoing.
Staff training for SEN difficulties	To increase staff knowledge and ability to support children using differentiated teaching	GD/FL	On-going
Use of TAs	To develop the use of TAs so that they have time allocated to support children in specific interventions and/or in class (predominantly EAL)	FL/GD	On-going
Information in Writing/Dissemination of Information			
Area	Target	Lead Staff	Time frame
Create LS website for staff	To enable staff easy access to all SEN information, including a training section.	GD	2017-2018
Use of iSAMS	To continue to develop use of iSAMS as main information tool for staff.	SLT/LM	On going
Visual stress difficulties	To provide coloured filters, where necessary, for interactive whiteboards	GD/SF	2016-2017

6. Links with other documents

This policy should be read in conjunction with the following documents:

- Equal Opportunities and Gender Equality Policy
- SEN and Disability Policy
- Curriculum Policy
- Chandlings' Long Term Development Plan
- Curriculum Planning

7. Evaluation and Review of Policy

- This Accessibility Plan Policy has been updated by the Head of Learning Support.
- This policy should be reviewed annually and staff should be made aware of any changes in their responsibilities by the School.

8. Document Information

Version Number	1.4
Reason for Version Change	Annual review
Name of owner/author	Ginnie Davis
Name of individual/department responsible	Ginnie Davis, Head of Learning Support.
Target Audience	Public
Date issued	November 2017
Where available	School console
Review Date	September 2018