



Columbia Grange
School

Accessibility Plan 2023

Responsible Officer: Headteacher John Lines

Columbia Grange School Accessibility Plan

Our Vision is that pupils reach their educational potential and are prepared for adult life both intellectually and emotionally. By providing opportunities, regardless of individuals' circumstances, and offering cohesive provision to both pupils and their families enabling an integrated holistic approach to pupil care barriers to learning will be minimised.

- *Fostering spontaneous functional communication is key to young people accessing learning
- *Behaviours are viewed as functional
- *The learning experience should be developmentally appropriate, meaningful, functional and embedded in opportunities for encouraging participation in everyday social experiences and routines
- *Pupils' sensory and emotional needs must dictate the learning environment
- *We recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential
- *Fostering the highest level of independence and successful transitions that our pupils can achieve will improve the quality of life for them and their families
- *Pupils' well-being is at the core of all we do

Our vision will be realised by:

- Improving the educational experiences of all our pupils and by recognising and celebrating the achievement of both staff and pupils
- Providing a stimulating learning environment in which the team of highly skilled staff deliver quality, well-resourced teaching to meet the needs of all pupils
- Working in partnership with the Local Authority, parents, trustees, governors, employers, stakeholders and the wider community
- Valuing the entire School community, promoting well-being and encouraging spiritual, moral, social and cultural development in an atmosphere that fosters the growth of respect and responsible behaviour
- Ensuring a safe, secure and supportive environment that allows pupils to become more independent and resilient, where they can be happy and enjoy learning

Our Culture

- A shared belief that all children have a right to the best education that can be provided

- A learning and working environment where all are respected, valued and achievements celebrated

Our mission statement underpins all that we do in supporting pupils, who have encountered a variety of difficulties in, and interruptions to, their education to achieve their potential. We strive for equality; to ensure that pupils are not disadvantaged by circumstance or disability.

This plan sets out the proposals of the Local Advisory Committee of Columbia Grange School to increase access to education for disabled pupils, in accordance with the Disability Discrimination Act 2001, the Equality Act 2010 and the SEND code of practice 2015 in three areas:

Increase the extent to which disabled pupils can participate in the school curriculum

Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Improve the availability of accessible information for disabled pupils, and where necessary carers

This plan will be reviewed regularly and updated accordingly. 'Columbia Grange SEND Information Report' comprises of this plan alongside our SEND and Inclusion Policy and SEND Information; all are available on the school's website.

Increasing the extent to which disabled pupils can participate in the school curriculum

- Columbia Grange School employs a quality teaching first approach; the need for differentiation is continually emphasised and teachers' responsibilities, as outlined in Teachers' Standards 2021, are reinforced.
- Through robust administration systems key pupil information is sought on entry to the school, thus enabling individual pupil needs to be identified and met.
- The offer across school is mindful of and is working towards constantly increasing the independence of our learners to improve outcomes in adulthood.
- Where necessary reasonable adjustments are made to ensure that pupils can attend school and have access to a suitable curriculum. Columbia Grange School offers bespoke timetables and education packages tailored to individual need where necessary.
- The School team undertakes transition work supporting pupils who have missed a period of school back into education. In instances where the need for a change in educational provision becomes evident teams at all sites will support the pupil and their family in this; also supported by the local authority and in some instances a multi-disciplinary team.
- Staff at Columbia Grange School often work as part of a broader pupil centred multi-disciplinary team; advice is sought from these professionals in order to support individuals in school as appropriate. This may well include the Speech And Language Therapy and/ or Occupational Therapy provision available through school.
- Staff at Columbia Grange School share expertise within the school and with external professionals in order to meet individual pupil need. This can be done informally in meetings and the like or as part of a broader package of training events.

- Pupil voice is sought routinely and acted upon at Columbia Grange School. There is an active school council. Pupils are always involved in their annual reviews, and also in other meetings wherever possible.

- Specialist equipment and resources, intervention work and staff support is employed thoughtfully across the school in order to improve access to the curriculum for all individuals.

- It is a core value of the school that pupils are enabled to participate fully in the broader life of the school; therefore risk assessments and accessibility plans are considered and completed for extra-curricular trips.

Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Columbia Grange School is a purpose built one storey Primary School, which has been recently extended to a high specification in accordance with accessibility and health and safety laws.

- Similarly; school buildings and premises are audited, and adaptations made, to ensure accessibility for, and the safety of, all pupils and staff.

- The school ensures active involvement in rebuild projects that affect our pupils.

- Fire drills are carried out and evacuation plans are displayed and shared in accordance with the Columbia Grange School health and safety policy.

- Where necessary individual evacuation procedures can be made for pupils.

- Members of staff make reasonable adjustments to the learning environment in order to meet the needs of any pupils with a disability; often following the advice of other educational professionals or medical professionals. Training can also be organised in relation to these needs when deemed necessary. Improve the availability of accessible information for disabled pupils, and where necessary carers

- Columbia Grange School ensures that that key members of staff can use alternative methods of communication (including for example Makaton, BSL, PECS, communication mats, AAC devices). Training and resourcing for this is according to identified pupil need and supported by the school SALT.

- Where necessary communication in school is supported with objects of reference and symbols. This need varies greatly between pupils; advice in relation to this will be sought from home schools, pupils, parents and professionals.

- Where necessary communication around school is supported with signage and symbols. This need varies greatly across sites and between pupils.

- Staff at Columbia Grange School seek and follow advice from visiting educational professionals and medical professionals (such as Speech and Language Therapists, VI / HI / MSI teachers) re the individual communication needs of pupils. Further staff training is arranged where necessary to meet this need.

- Reasonable adjustments will be made to support communication with school staff for any pupil or parent with communication needs, or who is visually or hearing impaired.

Conclusion

Columbia Grange School is a fully inclusive school which provides for all its pupils in line with the Disability Discrimination Act 2001. We work with multi-disciplinary professional teams in order to deliver an appropriate education for all pupils. We strive to respond to the individual needs of pupils through an ongoing cycle of communication with parents, pupils and professionals, making adjustments and prioritising staff training / professional development.