



TWO RIVERS SCHOOL

ACCESSIBILITY PLAN

OCTOBER 2023

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". 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 of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Governing Board. The review process can be delegated to a committee of the Local Governing Board, an individual or the Head.

School's Mission Statements: 'Education through Creativity' (High School) and 'Educate, Communicate, Celebrate (Primary).

As a special school we encompass all pupils who come to our school whatever their physical or learning disability. Every child has an EHCP of Educational Needs and the school endeavours to meet those needs. Some of our pupils have poor self esteem following a negative experience in a mainstream setting; through our mission statement we use many different, exciting and individualised methods to engage all the pupils in their learning.

A. Increase access to the **curriculum** for pupils, expanding the curriculum as necessary to ensure that pupils are prepared for life. This incorporates teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes the provision of specialist **aids, equipment and teachers**, which may assist pupils in accessing the curriculum.

B. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.

C. Improve the delivery of **written information** to pupils, staff, parents and visitors. 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 time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. We acknowledge that there is a need for ongoing awareness raising and training for staff and local governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equalities
- Staff Development
- Health & Safety (including off-site safety)
- School Improvement Plan
- Behaviour Management

ACCESSIBILITY AUDIT

<u>Section A</u>			
QUESTION	YES	NO	COMMENTS
Do you ensure that teachers & TAs have the necessary training to teach and support disabled pupils?	√		<ul style="list-style-type: none"> • All teachers & TAs have access to and take advantage of CPD designed to improve the understanding of SEND pupils. • All staff are supported in gaining National Professional Qualifications (NPQ's), Foundation Degrees, BAs and Masters Qualifications. • All staff are supported in gaining therapist qualifications including Speech Therapy, Occupational Therapy, Physiotherapy, Nurture, Counselling and Holistic Therapies. • Staff are supported in gaining TEACCH qualifications. • Staff are PECs trained, can use Communicate in Print and have Makaton Level 1 and 2 training. Staff who request additional training complete Level 3 and 4, and PODD training. • The school has a Makaton trainer to improve the consistency of use. • Staff are trained to be Dyslexia and Autism aware. • Schools operate in a trauma informed way, with regular training updates for all. • School develops a restorative and relational approach, which is in line with our school values. • Schools raise awareness of safeguarding, mental health and wellbeing, online safety and health and safety by creating and sharing newsletters and sharing them amongst pupils, parents carers and staff • CPD cycle is planned to ensure staff are competent and confident

Are your classrooms optimally organised for disabled pupils?	√		<ul style="list-style-type: none"> • All classrooms are organised to maximise the potential delivery for the pupils with SEND. • High staffing ratios ensure pupils get individual attention. • Specialist equipment is provided for pupils with additional needs. • Other agencies e.g OT are consulted to deliver personalised approaches/equipment. • Trained staff to deliver a range of specific interventions physiotherapy, speech and language, sensory integration and a range of therapy-based support • All spaces are risk assessed and have disabled access. • The schools' Health and Safety Team (HT, DHT, bursar and Site Supervisor) conduct health and safety walks and meet regularly to discuss future development • Schools deliver risk assessment in school training. Teaching staff create risk assessment plans to consider and mitigate any risks which need considering when developing a safe classroom environment for pupils with additional needs including classroom, behaviour, subject, trip, PEEPs (Personal Emergency Evacuation Plans), Personal Care Plans, Health Care Plans and COSHH.
Do lessons provide opportunities for all pupils to achieve?	√		<ul style="list-style-type: none"> • All pupils have an EHCP. Staff ensure their plans and provision set out in their plan is being met. Staff set IEP targets to ensure progress against the EHCP targets. • The curriculum is organised by both need and year group to ensure the curriculum is appropriate and rightly developed across school. • All lessons are adapted to meet the needs of all the pupils. • ICT enables pupils with poor motor control to access the curriculum. • High staffing ratio. • A diverse curriculum is on offer – delivered in a practical way. • Pupils have individual IEPs & IBSPs where appropriate to personalise their learning. • Children have a planned pathway regardless of ability. • Careers, work experience, opportunities for independence, life skills are embedded across the school within the wider curriculum (where appropriate).

Are lessons responsive to pupil diversity?	√		<ul style="list-style-type: none"> • All curriculums are planned to be responsive to British Values and embrace diversity. • All lessons take account of the diversity of needs of our pupils. • We ensure all pupils have a planned pathway to enable optimum progress and specialist support.
Are lessons responsive to pupil diversity? Cont'd			<ul style="list-style-type: none"> • Schools promote inclusion and diversity through a range of themed days including Dyslexia awareness, Mental health, Chinese New Year, LGBTQIA+ etc • Schools raise awareness of safeguarding, mental health and wellbeing, online safety and health and safety by creating and sharing newsletters and sharing them amongst pupils, parents carers and staff
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	√		<ul style="list-style-type: none"> • Most lessons include all these elements. • All EHCP's are consulted to include best practice for the individual.
Are all pupils encouraged to take part in Music, Drama and Physical activities?	√		<ul style="list-style-type: none"> • The school employs two Music Therapists, a Drama Specialist, a play therapist as well as internal specialists who support pupils with therapy-based activities. • The school buys into the Music Service for any pupil who wishes to learn to play the violin. • All pupils are included in all Drama lessons & Productions. • All pupils take part in Music and PE. • NHS Physiotherapist and occupational therapist advises on individual physical programmes including sensory diets. Both schools have a private Occupational Therapist. • There are multiple places at school where sensory integration takes place including in classrooms, sensory rooms, light / dark rooms and on the playground. • All pupils have extra outdoor PE opportunities through soft play, horse riding tag rugby, Mass sports, Conkers and swimming, Rebound. • High school offer alternative PE activities including use of the climbing wall and rebound.

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√		<ul style="list-style-type: none"> • Staff are well trained to use a variety of strategies which includes augment communication. • All staff have a basic knowledge of PECs, PODD and Makaton. Some staff are training in BSL. • Some pupils are provided with electronic communication aids such as bigmac and talkers. • Staff and pupils are supported by the Speech Therapists and the Speech Therapy aides employed by school. • Both schools employ a SaLT Assistant. • All staff are trained in VI impairment. • High school staff are trained in hearing impairment and a teacher of the deaf visits weekly. • Primary site employs a qualified teacher of the VI. • High School staff support pupils who have difficulties in regulation and social, emotional and medical health needs using zones of regulation as well as restorative and relational approaches. • Both schools have had training on meta-cognition, knowledge retrieval and cognitive load on their School Development Plan for the past two years. Staff are developing positive strategies to overcome these difficulties.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work	√		<ul style="list-style-type: none"> • TA would work with pupils who need additional help. • Pupils are encouraged to use manipulatives and other scaffolding strategies across the curriculum to support learning across the curriculum. • Need for additional time for completion of tasks is recognised. • High School organise special access arrangements for those sitting exams and Primary School for primary assessments – Phonics screening, multiplication and SATS
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of Physical Education?	√		<ul style="list-style-type: none"> • The school ensures that disabled pupils have access to a wide range of physical activities e.g rebound therapy/ trampolining. Multiple staff are trained in rebound therapy. • The school is supported by a Physiotherapist and occupational therapist who supports particular pupils and advises staff. • Schools employ an Occupational Therapist who visits fortnightly to support pupils, staff and parents/ carers. • Staff receive training on 'Positioning & Handling' / 'Manual Handling' by the school-based trainer.

			<ul style="list-style-type: none"> • At the High School the Science Lab and the Food Tech Room have rise and fall sinks, cookers and work surfaces. • We have sloping desks available. • Classes have rise/fall tables where needed. • Primary site employs qualified teachers of the VI. • High school have VI and HI specialists visit school regularly. • The PE Curriculum and other curriculum areas are adopted for those who need it. This is clearly outlined in our pathways.
Do you provide access to computer technology appropriate to pupils with disabilities?	√		<ul style="list-style-type: none"> • The computers in school have a range of input devices to support pupils with SEN including touch screens, concept keyboards, roller balls and interactive screens that can rise and fall according to any height. • iPad communication software. • Eye Gaze. • Pupils are encouraged to use technology to increase curriculum access e.g Dictaphone, immersive reader.
Are school visits, including overseas visits made accessible to all pupils irrespective of attainment or impairment?	√		<ul style="list-style-type: none"> • Every child, whatever their disability, has the opportunity to attend a residential sometime during their school life if it is in agreement with their Medical Consultant and parent. • The High School use Bendrigg, a purpose-built outdoor facility with specialist staff for pupils with profound difficulties. • The Primary School use the Pioneer Centre and Laches Wood as specialist disabled support. • Pupils access a range of trips e.g. conkers, Whitemore lakes, etc • At High School all pupils access forest school provision.
Are there high expectations of all pupils?	√		<ul style="list-style-type: none"> • All pupils have an IEP to help identify needs and help the pupil reach their full potential. • All pupils have the opportunity to gain an accredited qualification. • All pupils' targets are set showing aspiration. • Lesson observations, book trawls, progress data, destination data, academic results, pupils voice, parent/carer voice is all used to measure and monitor the success of our education offer. Monitoring and moderation takes place across the MAT, as well as external moderation.

			<ul style="list-style-type: none"> The Primary School work with special schools through the NWSCAP – who have continued the researched based progression guide, to ensure expectations remain high.
Do staff seek to remove all barriers to learning and participation?	√		<ul style="list-style-type: none"> Each pupil has an Individual Education Plan which addresses their particular learning or behavioural need. This is addressed through each subject taught.

Section B

QUESTION	YES	NO	COMMENTS
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, assembly hall, canteen, library, gym, sporting facilities and playgrounds allow access for all pupils?	√	x	<ul style="list-style-type: none">• On the Primary site the Asset Management Plan shows that the teaching areas are below 65sq m the recommended footage by the DfE for pupils with physical disabilities. Building work has improved classroom teaching space and no class teaching area is now less than 50 sq m with most being considerably more.• On High School the majority of class teaching areas and specialist teaching areas are more than 50 sq m.• At High School the pupils can access a range of accessible equipment aimed at the needs of all pupils e.g. outside gym, accessible roundabout, outdoor musical instruments, sensory gardens, forest school,• Both sites have designated inclusive/disabled toilets for pupils and visitors.• The building is ramped for wheelchairs.• Hoists & tracking (high) are provided to aid lifting and regularly serviced.
Can pupils who use wheelchairs move around school without experiencing barriers to access such as those caused by doorways, steps, stairs, toilet facilities & showers?		x	<ul style="list-style-type: none">• Fobbed doors prevent any pupil access to certain areas of school.• Pupils are always accompanied by an adult around school to ensure necessary access.• 6th form has access to their department to encourage their independence.
Are emergency and evacuation systems set up to inform all pupils including pupils with SEN and disability, including alarms with visual & auditory components?		x	<ul style="list-style-type: none">• There is no visual component to the alarm system.• No child is ever left on their own; an adult would escort the pupil out.• Staff have been trained in-school to write and follow PEEP (personal emergency evacuation plans).• The Health and Safety Team regularly monitor and review policies and processes related to fire safety.• Some pupils are supported by designated people including fire marshalls – this is documented in PEEP documents.

Are non visual guides used to assist people who use the building including lifts with tactile buttons?	√		<ul style="list-style-type: none"> • In the main campus building (High School) there are Braille tactile signs. • At both schools' pupils access adapted resources depending on their need e.g. larger displays, larger text and objects/ smells/ songs of reference. • There are adapted signs including objects of reference/and symbols for Primary.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairments, autism or epilepsy?		x	<ul style="list-style-type: none"> • Signage is at wheelchair height in and outside the Mall. • Signage is very large in bold text. • Reception is clearly demarcated. • Signage is in Communicate in Print. • Schools have TV screens in key areas which displays information such as pupil safeguarding information this is simple and aims to be accessible by all.
Are areas to which pupils have access well lit.	√		<ul style="list-style-type: none"> • Lighting on High School and part of Primary School is movement sensitive lighting up areas as you walk into them. • Both schools have renewed LED lighting.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		<ul style="list-style-type: none"> • School is generally quiet. All pupils are greeted by familiar staff. • Small quiet rooms have been provided for individual and group Speech Language sessions. • Pupils with hearing impairments and visual impairments are considered when teachers plan sitting arrangements. • Pupils have access to ear defenders and other sensory/tactile defensive resources as needed.
Is furniture and equipment selected, adjusted and located appropriately?	√		<ul style="list-style-type: none"> • Furniture is constantly assessed and where specialist furniture is needed it is provided using either school funds or fundraising money. • At both schools furniture such as OT prescribed rocking chairs, beanbags and wobble cushions are supplied for those who need it. • Occupational therapist supports with the reviewing of specialist furniture e.g. hardrock chairs.

Section C

QUESTION	YES	NO	COMMENTS
Do you provide information in simple language, symbols, large print, Braille or audio for pupils who may have difficulty with standard form of print?	√		<ul style="list-style-type: none">• Communicate in Print is used for written work.• PECs symbols used.• Buff coloured paper used for all pupils as a Dyslexia Friendly School.• All staff use Century Gothic.• Specific staff are trained in hearing loops/ magnifiers
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities. Eg by reading aloud, overhead projections and describing diagrams?	√		<ul style="list-style-type: none">• Information is presented through written word and symbols in accordance with our Dyslexia Friendly Policy.• White boards are used in all classrooms.• Large print worksheets are available.• Large print texts are available in the library.• Sensory stories are available for those who require it.• Technology is used to make text accessible e.g immersive reader, Dictaphone. Staff have recently had training on using IT as an inclusive aid.
Do you have the facilities such as ICT to produce written information in different formats?	√		<ul style="list-style-type: none">• All classrooms have computers and whiteboards.• There are two ICT Suite at High School and multiple iPad and laptop trolleys on both sites.• All notices are produced using ICT.• All worksheets are produced using ICT.• Resources are adapted according to the need of the pupil e.g. tactile resources e.g. sandpaper letters and communicate in print.

Accessibility Plan 2023-25

A. Increase Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Cultural Capital To increase the opportunities of ensuring that each child has an experiential curriculum that sits outside of academic learning and is progressive and rich.	Learning outside of the classroom. To develop links with workplaces and the local community and visitors to school.	All pupils will develop holistically and fully having opportunity to generalise skills and experience a rich and fuller life.	July 2025.	School delivers a rich and fulfilling curriculum that is planned with progress at its heart.
To develop the curriculum and reporting offer for pupils with most significant need.	To embed use of the Engagement model for pupils and pupil groups where appropriate. To monitor use of Sensory Curriculum across both school sites. Introduction of equals scheme of work	All pupils have access appropriate to their needs and information reported about pupils demonstrates their individuality.	July 2022. Completed.	School delivers a diverse and comprehensive curriculum offer catering for the pre-formal, semi-formal and formal learners.
To improve the information shared at annual review to ensure EHC Plans are relevant and appropriate to the student needs. Ensuring the IEP targets are the small steps towards EHC outcomes.	Ensure that all pupils have appropriate EHC Plans in place. School staff may take lead in updating plans.	Pupils and families are supported appropriately by a range of professionals.	July 2024.	EHC Plans in place and fully representing pupils needs.

<p>To embed new development matters document to ensure small steps of progress are still identifiable for EYFS.</p>	<p>To identify pupils who may need additional or different specialised provision.</p>	<p>Procedures/equipment in place by Sept 2021.</p>	<p>Sept 2021. Completed</p>	<p>EYFS have appropriate procedures and equipment.</p>
<p>To develop pupil voice around supporting their mental health.</p>	<p>Ensure that pupils across the range of school provision feel they have access to appropriate support in this area.</p> <p>Mental Health to be a standing agenda item for the School Council.</p> <p>Carry out Pupil Well-Being Survey.</p> <p>To utilise pupils when developing Mental Health across the school e.g. pupils developing training for pupils and parent carers.</p>	<p>Pupil's voice shared with all stakeholders.</p>	<p>Sept 2024.</p>	<p>Pupil voice strongly represented.</p>

<p>To further develop communication within the school environment and beyond.</p>	<p>To create communication boards for playground areas.</p> <p>To increase the use of PODD books and iPad apps when out in the local community where appropriate.</p>	<p>Pupils will have a method of communication available to them at all times – improving independence.</p>	<p>January 2024</p>	<p>All learners will be enabled to communicate effectively, in structured and unstructured times.</p>
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B. Improve access to the physical environment of the school

Target	Strategy	Outcome	Timeframe	Achievement
To review signage on both school sites to update to permanent accessible signage.	Engage with LA Health and Safety Rep in review of signage around school. Develop outside signage e.g. in forest school, on the playground	School signage adheres to best practice.	July 2022. Completed	Information available which is appropriate and accessible for all learners, staff and visitors.
To improve access to outdoor field space for all learners (Primary).	<ol style="list-style-type: none"> 1. To liaise with adjacent mainstream school. 2. Identify access points and ensure accessibility. 	All pupils will access the field for regular physical activity and Forest School work.	July 2023.	All spaces are suitable for all pupils. Not achieved.
To improve signage for pupils and adults with visual impairments.	To produce a range of signs using tactile braille.	Rooms are suitably marked.	Spring 2022.	All areas are suitably accessible for all pupils.
To ensure that disabled parents and children to safely access school from the external footpath. (Primary)	Utilise disabled parking spaces to drop off and collect children.	All parents feel welcome and supported when interacting with school.	July 2023.	All areas are suitably accessible for all pupils and parents.

To increase security around the site for the changing need of pupils by adding addition maglock doors and changing specific rooms into maglock access.	Involve outside agencies to implement new maglocks	Increase security across all areas of the high school	July 2024	Improved security
To improve the entrance to school – ensuring better security and safer pedestrian access	Apply for CIF bids to cover the costs of creating new entrance, turning circle approach and fenced in areas – with electric gating.	School will have increased security beyond the front door. Access for all families will be safer. The carpark will meet the increased needs of LA vehicles on site and staff/parents' vehicles.	August 2025	Improved appropriate access and security beyond the school front door.

C. Improve the delivery of written information to pupils, staff, parents and visitors

Target	Strategy	Outcome	Timeframe	Achievement
To deliver Makaton training to all staff (Level 1 and 2).	School employed tutors to deliver across both school sites.	Use of signing more consistent. Use of symbols used appropriately (Makaton Symbols).	Ongoing due to increase in staffing numbers.	Staff use signs and symbols appropriately.
To raise the profile of the school within the local community. (Rebuild and recover after the pandemic)	To invite the local press to key events within school. For the PTA to contact local businesses and collect support for their events. Headteachers to attend local Head's meetings. To engage with Parents Group for targeted information. To engage the wider family parents, carers, grandparents etc via workshops, themed days and website.	Two Rivers School will be well known and respected within the community – the pupils' opportunities will be broadened by greater community links. More work with local mainstream schools.	On-going. On-going.	The school is well represented in the local community and thought of for Tamworth wide projects. Newsletter. Parent Seminars are well attended. Feedback and engagement levels our website, Facebook page.
To develop the use of Weduc helping to involve parents in the life of the school.	To roll out invites and share information via newsfeed, notices, messages, calendar and create a library of information.	Parents and staff are confident in the use of the Weduc app and the information they can access there.	On-going.	Parents feel involved in the school and are well communicated to.

To develop our newsletter so that it can be accessible on mobile phones.	To share the new format newsletter.	Staff and parents are confident in preparing and accessing the new newsletter format.	July 2024	Parents feel more involved and informed.
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The Accessibility Plan was reviewed by Local Governors at their meeting on 14 November 2023