



Glenwood School

Together we will;  
respect, achieve and make good choices

# Accessibility Plan

**2018-2021**

## Context

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Equality Act 2010:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Glenwood School is working within a national framework for educational inclusion provided by:

- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years (June 2014)
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- Equality Act 2010
- Code of Practice for Schools (Disability Rights Commission)

The priorities for the Accessibility Plan for our school were identified as follows:

The purpose and direction of the school's plan: The Glenwood Way

**These are fundamental beliefs of the school and the practice which we prioritise to ensure vigilance and depth of understanding for learners:**

- We prioritise seeing things through the learner's eyes;
- We observe what learner behaviours tell us; we notice, and are interested in, the slightest change;
- Learners having the right to say "No" and "I don't like that"; and to be listened to;
- We work on gaining the learner's cooperation, not compliance, so that they can learn about how best to do things;

- We ensure the learners can develop safe relationships of trust with adults as all will have some level of support throughout their lives;
- For those people with the most complex and physical/sensory needs we do everything we can to make things right for them to learn by paying the greatest attention to their basic needs and rights to be comfortable, protected and cared for. We know nobody will learn if their position is poor or if they are in pain;
- We plan holistically; based on a very detailed knowledge of the learner's strengths and needs at any point in their journey;
- We listen, we look and we notice what the children tell us in their unique ways;
- We constantly talk to people and reflect;
- We monitor the wellbeing of the family very closely and notice positive changes over time in addition to picking up concerns very quickly. Parents/Carers are completely comfortable with phone-calls home about every type of concern; they respond very well even if a member of staff feels that something is 'not quite right' for the learner that day and wants to discuss possible reasons; no stone is left unturned;
- Staff are observant, reflective and completely tuned-in to the different approaches that need to be in place for the individual young people. Staff are intuitive and sensitive and notice changes in the young people in terms of attitude and how they look and behave; there is a clear link with the quality of learning and with learners being well protected and safe.

#### The General Duty

Glenwood aims to identify and remove barriers to all members of the community with disabilities.

We will do this by complying with The Equality Act 2010

- promote equality of opportunity between people with disabilities and other people;
- eliminate discrimination that is unlawful under the The Equality Act 2010 ;
- eliminate harassment of people with regard to their disability
- eliminate harassment to those associated with people with disabilities
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs through making reasonable adjustments within our means.

Accessibility Priorities for Glenwood School:

*Our priorities for accessibility align with our Equality Objectives*

Objective	How?	Success Criteria	Evaluation notes (& date)
Learners and staff maximise best use of new bespoke special school building	<ul style="list-style-type: none"> <li>• Think deeply about how we can work differently because the new spaces free us of physical constraints</li> <li>• Make the best use of specialist spaces to enrich personalised curricula</li> <li>• Ensure all pupil's benefit from access to new experiences that are useful to them</li> </ul>	<p>The range and potential of new specialist spaces are used fully to impact positively on learners' progress.</p> <p>Partnership work with families and other professionals is enhanced through the opportunities presented by new spaces.</p>	
Key groups are discerned and tracked In order to discover new information about learners or confirm our thinking about effective strategies	<ul style="list-style-type: none"> <li>• Tracking trends and investigating key groups through MY CONCERN</li> <li>• Using 'Local flags' within this system to scrutinise challenging issues</li> </ul>	<p>A strong evidence base around vulnerable groups is created; and a tool for discovery about groups of learners leads to uncovering unseen barriers</p>	
Assessment and discovery about individual learners tells us even more about barriers that exist and how provision can be shaped	<p>Embedding our new assessment process which involves:</p> <ul style="list-style-type: none"> <li>• Improved practice around in-class recording</li> <li>• Developing and enhancing Learning Conversations with parents/ carers (based on the 'Glenwood questions')</li> <li>• Exploring how Engagement Profiling can improve our knowledge of learners and recognising 'the Big Picture' for their lives</li> </ul>	<p>The quality of personalisation is developed to an even greater extent.</p> <p>Parents and carers are enabled to be play a greater part in learning whatever their situation.</p> <p>Learning at school makes a strong link with family life and being less dependent in the future/adult life.</p>	<p>First feedback from Parents/carers?</p>

<p>Curriculum innovation: Communicating very clearly to parents/carers how each learner's curriculum is created around their unique needs and characteristics</p>	<p>Developing our individual curriculum profiles:</p> <ul style="list-style-type: none"> <li>• For parents/carers to understand the Glenwood approach to personalisation</li> <li>• To demonstrate how <i>what is planned</i> meets unique needs and characteristics</li> <li>• To review and challenge our provision - to ensure that every learner receives an outstanding offer.</li> </ul>	<p>There is a clear way of communicating the way in which each learner's curriculum is developed in response to their unique needs and characteristics.</p> <p>Primarily accessible to parents on the website; a range of needs represented so they might recognise a profile near to their own child's.</p>	
<p>Developing a wider range of experiences in the wider community</p>	<ul style="list-style-type: none"> <li>• Using the enhanced quality of assessment information and 'Big Picture' to shape further out of school experiences in a range of different community contexts</li> <li>• Ensuring that these experiences play a meaningful part in learners' individual curriculum and meets needs clearly.</li> </ul>	<p>Learners' ability to tolerate and enjoy a wider range of different community contexts so they can play a greater part in family life and be supported to manage everyday activities outside school.</p>	
<p>Development of a boarding provision with specific educational objectives</p>	<ul style="list-style-type: none"> <li>• Shaping the vision and overarching 'Statement of Principles and Practice' for the new boarding provision which will be part of the school.</li> </ul>	<p>Learners helped to become less dependent on support in circumstances and coexist with others where this is possible.</p>	