

ACCESSIBILITY PLAN

1. Introduction

Peak School is a small, nursery to 19, local authority run special school in the North West corner of Derbyshire. We cater for children and young adults with a whole range of needs, particularly those with profound and multiple learning difficulties (PMLD), communication difficulties, and those with challenging behaviour linked to their associated learning difficulties. The vast majority of our pupils are non-verbal and many have mobility difficulties.

Most pupils at Peak work outside the National Curriculum and we offer an individualised curriculum which is built around our four key areas:

- Physical and Movement
- Emotional and Expressive Arts
- Accessing the World and Communication
- Knowledge and Know-how

We are located in a rural environment where we make full use of the local amenities and make a point of filling our curriculum with outdoor activities.

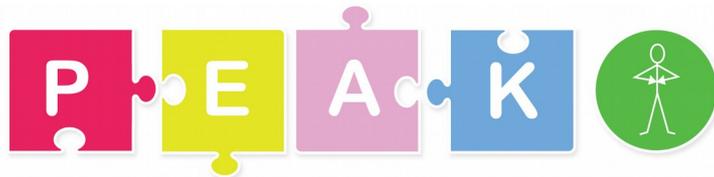
We also have a number of specialist on-site facilities and services:

- Hydrotherapy Pool
- Sensory rooms and Sensory Garden
- Fully equipped kitchen / catering learning environment for our post-16 pupils
- On site nurse, physiotherapist and speech and language therapists

Our location in north west Derbyshire, on the edge of the Peak District, means we are also accessible for pupils who may live in Cheshire, Stockport, Tameside (Greater Manchester) and also Sheffield.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 95 as amended by the SEN and Disability Act 01 (SENDA). It draws on the guidance set out in Accessible Schools Planning to increase access to schools for disabled Pupils issued by the DfE's in July 02.

Definition of Disability



Disability is defined by the Disability Discrimination Act 95 “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy. The school recognises its duty under the DDA as amended by the SENDA:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the DRC Code of Practice 02

The school recognises and values parents’ knowledge of their child’s disability and its effect on his her ability to carry out normal activities, and respects the parents and child’s right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Education and related activities

The school will continue to seek and follow the advice of LA services such as specialist teacher advisors and SEN inspectors and of appropriate health professionals from local NHS Trusts

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved



access, lighting / acoustic treatment and colour schemes and more accessible facilities and fittings

Provision of Information

The school will make itself aware of local services including those provided through the LA for providing information in alternative formats when required or requested

Linked Policies

This plan will contribute to the review and revision of related school policies:

- School development plan
- Asset Management Plan
- SEN policy
- Equal Opportunities policy
- Curriculum Policies

Management and Implementation

- The plan will be monitored by the Governing Body and reported on and reviewed annually.
- The views of pupils and parents/carers will be taken into account as part of the review process.
- Implementation will be the responsibility of the senior leadership team.
- Progress towards meeting objectives will be monitored as part of the school self evaluation process.

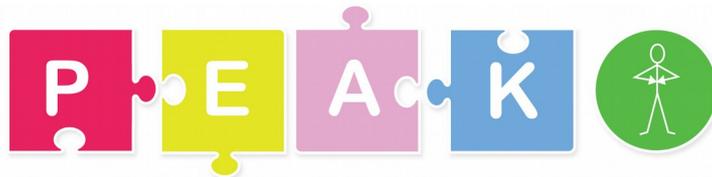
2. Identifying Barriers to Access: A Checklist.

This list should help identify barriers to access that exist in Peak School.

The list is not exhaustive. It is designed to assist in questioning the current position and planning for improvements in the accessibility of the school.

Section 1: How does Peak School deliver the curriculum?

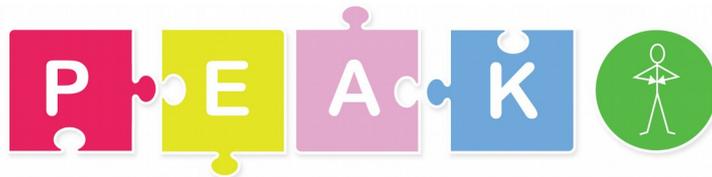
Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	



Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do we provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is Peak School designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		X
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those		X



caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	X	
Are areas to which pupils should have access well lit?		X
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

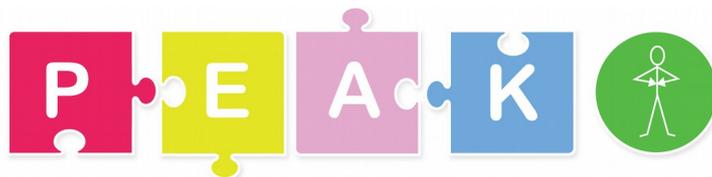
Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Is information provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Are there facilities such as ICT to produce written information in different formats?	X	



Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X	
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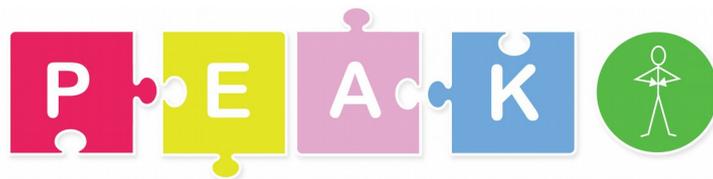
3. Peak School Accessibility Action Plan



This plan has been produced after reviewing existing plans (eg asset management plan and curriculum policy), and considering options for improving accessibility within existing arrangements and the restrictions of buildings and a site that are over 30 years old and not built for current purpose. School will monitor the implementation of the plan, keep under review the access needs of the school, and continue to put pressure on Derbyshire County Council to improve the site and facilities.

PART 1: Improving Access to the Curriculum

Objective	How	Lead	Resources	When	Outcome/Success looks like...
To continue to develop the PEAK curriculum to reflect the changing nature of the pupil profile	Measuring and assessing progress against targets. Developing assessment measures for 'none-standard' curriculum areas	JMc	Time	2016-18	Pupil progress can be evidenced through all areas of the curriculum and resources targeted to those areas requiring development
To maintain access to food skills learning	Apply for grant funding to continue to support costs of food skills teacher	ML	£9000p/a	2017-18	Food skills learning can be accessed by all pupils on a regular basis
To extend access to Rebound Therapy	Apply for grant funding to purchase new trampoline and training for more staff	ML	£10,000	2016-18	More pupils have access to Rebound Therapy more regularly
To improve ICT and AV equipment and facilities within school and classrooms to support different teaching and learning styles	Develop and update staff skills and knowledge. Work with DCC to create an ICT strategy that supports the pupil profile Use grant funding to support some expenditure	DJ ML	£20,000 approx	2016-19	Staff and pupils use ICT confidently and effectively to improve access and progress in all curriculum areas
Maintain and improve access to speech and language therapy	Continue to develop staff skills. Maintain support from NHS service.	JMc	£10,000 p/a	2016-19	Pupils are able to communicate and, therefore, access all areas of learning within the curriculum. Progress improves.
Maintain and improve opportunities for pupils to access the Hydrotherapy Pool	Keep Hydrotherapy Pool maintained and run cost-effectively. Ensure funding streams are available. Ensure staffing levels available to support pupils	ML JMc	??	2016-19	Pool sessions support pupils' positive health and well-being, also enabling better learning in other curriculum areas.



PART 2: Improving Access to the Physical Environment

Objective	How	Lead	Resources	When	Outcome/Success looks like...
To continue to upgrade hoist facilities across school, post 16 and Hydrotherapy Pool.	Assess as part of Asset Mgmt plan annually. Maintain / extend budget for equipment development.	ML		2016-19	Improved ability of staff teams to support moving and handling. Greater flexibility in use of the building for all classes.
To continue to upgrade classroom environments and try to make 'fitter' for purpose. Eg resilience, lighting, ventilation, furniture	Assess and prioritise as part of Asset Mgmt plan annually. Liaise with DCC re funding availability. Refurb of MO classroom	ML	£20,000+ (DCC funded)	2016-19 2017-18	Classrooms that are fit for purpose, resilient and create an appropriate learning environment for different pupil profiles.
To create safe outdoor environments for all pupils (on an open site)	Apply for DCC grant funding to create post 16 secure outdoor area. Assess as part of Asset Mgmt plan annually. ie for EY	ML ML	£6,000 approx ??	2016-17 2017-19	Pupils have safe outdoor environments for play and 'cool off' opportunities.
To improve wheelchair and restricted mobility access across the whole school eg doors, ramps, evacuation routes	Assess and prioritise as part of Asset Mgmt plan annually. Liaise with DCC re funding availability.	JMc / ML	??	2017-19	All areas of school building and site accessible to all pupils.
To continue to upgrade pupil and adult bathroom facilities	Assess and prioritise as part of Asset Mgmt plan annually. Liaise with DCC re funding availability.	JMc / ML	??	2017-19	All pupils are able to access modern, suitable toilet facilities.

PART 3: Improving the availability of accessible information

Objective	How	Lead	Resources	When	Outcome/Success looks
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					like...
To improve ICT and AV equipment and facilities within school and classrooms to support different teaching and learning styles	SEE PART 1				SEE PART 1
To maintain staff skills and equipment re Makaton, PECS and other communication techniques	Ensure training is part of Inset and other development sessions. Ensure budget available for equipment /supplies	DJ ML	Time Part of equipment/ supplies budget	2016-18	Pupils are able to communicate and, therefore, access all areas of learning within the curriculum. Progress improves.