



Greenbank Primary School

Accessibility Plan 2021-24

Introduction

Greenbank primary School is a two form entry primary school and nursery set on the outskirts of Rochdale town centre. The school offers a high level of staffing so that adult to pupil ratios in every year group are reduced. Every child's needs are carefully considered and provided for and Greenbank prides itself in its inclusiveness.

This Accessibility Plan sets out how the school meets the duty to provide accessibility for disabled pupils and visitors and sets out how further improvement to access can be made. The duty to plan for improved accessibility is set out in the Schedule 10 of the Equality Act. The Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually to governors. Attached is a set of action plans showing how the school has addressed the priorities identified in the plan.

Purpose

This plan has been guided by our vision and aims and our SEN policy and Single Equality and Community Cohesion policy and is to secure provision for disabled members of our community.

At Greenbank we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.'

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- a brief summary of progress in relation to previous planning
- our objectives for improvement of accessibility over a three year period
- how our plans for improvement will be monitored

Accessibility Planning Process

Plans for accessibility improvement are developed on a three year cycle through our school evaluation and developmental planning process and these plans are reviewed annually in order to reflect the changing cohorts of the school. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

Physical Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors.

The School Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. The needs of staff with disabilities will also be considered to ensure that they are able to fulfill their role in delivering the curriculum and securing the progress of all pupils.

Support Services

This looks at access to services that we currently provide within, and external to the school, to support children and families where a disability is identified.

Awareness

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the school's evaluation and review procedures and updated accordingly on a needs basis. It will be subject to a complete review in September 2021.

GREENBANK PRIMARY SCHOOL'S MISSION STATEMENT

Greenbank School community will provide exciting, stimulating and relevant learning opportunities within a safe, happy, caring and fun environment.

We will develop each individual as a whole, enabling them to reach their full potential and feel valued academically, creatively, socially, morally and spiritually.

We will promote respect and empathy for all, independence and active involvement both indoors and outdoors: so that all who leave Greenbank are more aware of contribution they can enjoy making to the wider world.

Information from pupil data and school audit

At Greenbank we presently cater for a range of disabilities. This include 1 child with hearing impairment, a child with spastic quadriplegia and severe mobility issues, children with anaphylaxis, 14 children with Autistic Spectrum Condition, a number of children with dyslexic tendencies, 2 staff members with diabetes and a number of children with debilitating eczema.

There is a high level of staff awareness associated with the individual needs of our disabled pupils with whole school and individual training being delivered as required when new pupils join the school with specific needs. In addition to this, there is an ongoing programme of individual and whole school INSET centred on more common disabilities and areas of Special Educational Needs aimed at upskilling the whole workforce.

Examples of recent training include Language and Communication approaches (WELCOMM, ELKLAN), Speech Therapy workshops (dysfluency, stammering), autism training courses (Comic Strip Conversations, use of social stories), Assisting Children to Move training, Team Teach training, whole school epi-pen and use of a defibrillator training, asthma training and a range of other training from Rochdale Additional Needs service. Training was also provided on the safe use of Evac chairs.

Attendance rates at Greenbank were historically quite poor predominantly because of the high levels of absence partly related to the taking of extended leave to Pakistan, Bangladesh and other countries and a high level of sickness in the early years. The pattern of this absence tends to be mainly concentrated between the years of nursery and year 1, with no significant difference between the able bodies and disabled children (with the exception of a small number of children with severe medical conditions). The school works hard to improve attendance and uses 'Truancy Call' to provide first day response to absence as well as home visiting, regular Attendance Surgeries, a very close partnership with the school and the designated EWO, as well as a high level of multi-agency work.

All disabled pupils at Greenbank have full access to all areas of the curriculum. A variety of adjustments are used to ensure this full access including the provision of higher levels of staffing, the provision of transport for all children including the less mobile children, the use of specialised furniture and changing facilities where required and the use of specialist staff (eg physiotherapists, Speech and Language Therapists, Occupational Therapists, School Health Practitioner etc) where required.

At Greenbank we try to ensure that the curriculum is as exciting and stimulating as possible and this includes using the immediate environment and other off-site visits wherever possible. All pupils have equal access to this provision and a range of adjustments have been made to meet the needs of our disabled pupils. These have included taking a severely disabled child kayaking using specially adapted boats and paddles, providing enhanced levels of staffing during teaching time and lunchtime to ensure full access for disabled pupils and providing audio equipment for our hearing impaired children.

Classroom, playground and school organisation are all carefully thought out in order to ensure that every child's needs are met. At Greenbank, it is of paramount importance that every child irrespective of race, sex, religion, class and disability is fully catered for. Thorough risk assessments are completed in all areas of school in order to ensure that every child is safe. Outdoor visits are thoroughly scrutinised and risk assessed in order to meet the needs of the pupils who will be visiting.

All school policies include an equal opportunity statement and all curriculum areas and non-curriculum aspects of school are modified as necessary in order to facilitate maximum participation by our disabled pupils. For example, in statutory tests, use is made of extra time and readers. The use of specialist equipment, modified furniture where appropriate, adjustments to staffing as required and changes to classroom organisation (if necessary on a day to day basis) are all considered and applied in order to facilitate participation and engagement by disabled pupils.

Greenbank has an experienced team of SEN professionals and a mentor team including a Pastoral Manager and Family Worker, a qualified SENCo and Assistant SENCo, a large team of Teaching Assistants and a team of specialist mentors. Assessment and observation of all of our special needs children (including disabled children and those with additional needs) is common practice and is supported by the SEN team as well as through regular meetings of the class teachers and Teaching Assistants who support the children with special or additional needs.

Every child's progress is closely monitored both by the class teacher in their day to day, week to week and half termly assessments as well as through termly pupil progress meetings and SEN review meetings. Pupil progress meetings are held termly and are attended by the Head Teacher, the SENCo, the assessment co-ordinator, the Pastoral Manager and the class teacher. Every child's progress is discussed in detail and the impact of necessary adjustments that are made to ensure that their progress is further enhanced. Examples of actions that have been put into place have included, the provision of specialist equipment, re-organisation of the classroom, alteration of the way that the classroom support is used, involvement of outside agencies and bespoke provision in the Th.Inc room. The SEN Review meetings also include the setting of individual targets across the four main areas of need using the child's IEP/Pupil Provision Plan as a starting point where necessary. The pupil progress meeting includes a close scrutiny of data for each individual child irrespective of need and where progress is not good enough solutions are sought and implemented and shared with parents.

The **ground floor** of the school building is fully accessible (using some adjustments) to all of our disabled pupils at present and has had a number of adaptations in the last five years.

These include the installation of a ramp to the dining centre, marking of the steps, the widening of doors and provision of slow closures on the internal doors, the provision of changing facilities with a hoist, and two ground floor disabled toilets (one suitable for adults), the allocation of disabled parking and the establishment of a Therapeutic Inclusion room. There is also a disabled toilet on the **lower ground floor** and access to the school hall and library is via the ramp. The **first floor** is now fully accessible to children, staff and visitors with mobility issues via a lift and this houses our Years 4, 5 and 6 classes and toilets. There are two Evac chairs installed, one on each staircase, to facilitate the evacuation of disabled children, staff or visitors. There is an additional disabled toilet on the first floor, with changing facilities and a hoist. We have identified the following to continue to make school more accessible:

- A ramp is required for wheelchair access to the Year 1 & 2 classrooms

Other areas that we are concentrating on in order to enhance the teaching and learning opportunities for all children who have disabilities, include:

- Increasing the number of children with disabilities that access our after school club provision
- How we can enhance our ICT provision further to enhance learning opportunities for our disabled pupils
- Improving parental, staff and community access to school policies and other forms of communication both in terms of EAL but also for parents, staff and members of the community who are disabled and may require adaptation.

Views of those consulted during the development of the plan

Consultation with all stake holders involved with our school is very important to us and is supported by our annual parents survey and our staff self evaluation sessions which is completed twice a year.

In addition to this work we also have a very effective school council who meet monthly in order to consider the needs of the children at Greenbank. An example of a piece of work that the school council is presently debating is associated with the re-design of the outdoor play areas in order to ensure that children have positive play and learning experiences outside and that all areas of outdoor provision are fully accessible to able bodied and disabled children, staff and visitors.

This plan has been informed by:

- the views and aspirations of disabled children and young people themselves;
- the views and aspirations of the parents of disabled pupils;
- the views and aspirations of other disabled people or voluntary organisations;
- the priorities of the Local Authority.

ACCESSIBILITY REVIEW AND PLANNING 2018 TO 2021

PHYSICAL FACILITIES
Process for Identifying barriers
Daily risk assessments for each class and review of classroom environment for transition, general risk assessments for activities/feedback, SEN reviews/wellbeing monitoring/feedback from visitors/views of disabled persons, annual Governor monitoring.
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none">• Installation of a ramp to provide access to the dining centre• Two disabled toilets provided on the ground floor (one including a hoist)• One disabled toilet provided on the lower ground floor• Installation of a lift to provide access to the first floor• Car parking restructured to provide more space that will remain unblocked for persons who require disabled access.• Drop off zone created in addition to disabled bay to ensure that a space is always available.• Classroom organised to support safer movement of disabled pupil• Corridors allow access for wheelchairs.• Hand rails fitted as required to secure independent access for disabled pupil.• Two Evac chairs installed, one on each staircase, to facilitate the evacuation of disabled children, staff or visitors.• Persons identified to facilitate the exit of disabled pupils during fire evacuation and• Ongoing staff training to meet the needs of disabled pupils
Objectives for Improvement 2018-2021
<ul style="list-style-type: none">• Continue to adjust classroom as appropriate to secure access.• Identify spaces within classroom and within the school for pupils with heightened sensory awareness.• Always identify a space for persons in wheelchairs to sit as part of an audience so that they get an uninterrupted view of performances.• Provision of a hearing loop for use at the office window.• Review signage in public places to secure swift exit of the building if required.• Review access and seating in hall to accommodate changes as pupil's size increases.• Review access from playground into ground floor classrooms• Provision of ramp for wheelchair access to the Year 1 & 2 classrooms
Monitoring of Plans
This plan will be monitored by our staff and governors for safeguarding/as part of the SEN Review process.

THE SCHOOL CURRICULUM
Process for Identifying barriers
Daily monitoring of Learning Support/evaluation of Class Teacher/performance, data/evaluations of the children, outcomes of SEN reviews and parents' consultation, advice and audits from external sources, Head Teacher and SLT lesson observations/discussion with staff.
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> • Different specialist equipment trialed for individual pupils and further resources and equipment identified where necessary. • Children's general awareness of diversity issues greatly enhanced due to diversity being included as a focus in assemblies, cross curricular themes and general provision. • All pupils included in a wide range of extra curricular activities and outdoor opportunities (including kayaking, climbing, cycling and forest school) and specialist equipment used where necessary. • Regular opportunities to consult with RANS, other external Agencies regarding specialist equipment/technology • Sports Diversity Week featuring trialing of sports/activities that are disabled-friendly and guest speakers with disabilities sharing experiences of sporting achievements
Objectives for Improvement 2018-2021
<ul style="list-style-type: none"> • Purchase specialist equipment for adventurous and outdoor activities to meet the needs of specific disabilities (eg hoist for climbing), adapted paddles for kayaking • Embed new PSHE scheme or work and books for the library to celebrate diversity and the experiences of children, staff and members of the community who are disabled • Celebration of Autism Awareness Week
Monitoring of Plans
This plan will be monitored by Learning Support Staff who work with pupils with disabilities, reports to parents, school self-evaluation processes, attendance at after school clubs, Head Teacher and SLT observations, curriculum review involving the Curriculum Manager

SUPPORT SERVICES

Process for Identifying barriers

Feedback from children and parents, wellbeing tracking, performance data, ability to meet needs of community as requested, ability to secure external support as required, outcomes of SEN reviews.

Summary of Progress in Relation to Previous Planning

- Continually ongoing safeguarding training.
- Continually advice from support services acted upon in relation to setting up provision for specific pupils.
- Greater pupil and parental awareness of the wellbeing provision offered by the school via regular open days.
- Pupil wellbeing tracking and reporting significantly improved led by Pastoral Manager.
- Ongoing use of EHA process by Safeguarding team.
- Links with external support agencies continually improved to secure advice linked to mental health issues and other initiatives
- Regular advice and support from physiotherapist, Occupational Therapist, RANS for specific pupils.

Objectives for Improvement 2018-2021

- To develop the skills and experience of the SEN and Pastoral team in multi-agency working, social work skills and disability provision.
- Th.Inc room training continued to be delivered to new staff and effectively of provision and resources to be evaluated.
- Assisting Children to Move training continued to be delivered to relevant staff.

Monitoring of Plans

This plan will be monitored by the SENCo, Pastoral Manager, Head Teacher and the SEN Governor.

AWARENESS
Process for Identifying barriers
Feedback from children and parents, wellbeing tracking, performance data, ability to meet needs of community as requested, ability to secure external support as required, outcomes of SEN reviews.
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> • Children’s general awareness of diversity issues greatly enhanced due to the inclusivity of the school • Implementation of new PSHE scheme or work and books for the library to raise awareness of diversity and the experiences of others • Teacher and Teaching Assistant accountability high on the agenda leading to every child reaching their potential • Negative attitudes challenged through whole school focus day on stereotyping • Implementation of Staff Code of Conduct
Objectives for Improvement 2018-2021
<ul style="list-style-type: none"> • Address different aspects of disability through assembly themes • Continue to celebrate national initiatives such as World Autism Awareness Week • Promote an awareness of support networks for families through the website and signposting. • Continue to challenge stereotyping through curriculum opportunities. • Continue to broaden staff awareness of matters linked to mental health through staff training and links with relevant external Agencies
Monitoring of Plans
This plan will be monitored by the Curriculum Manager, STL and Curriculum Governors.

COMMUNICATION
Process for Identifying barriers
Feedback from children and parents/questionnaires, Parent Discussion Forum and SEN network meetings, feedback from external Agencies, SEN reviews.
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> • Communication books for specific children have been set up to provide daily communication between home and school. • Case studies set up for individual children where barriers have been identified in order to demonstrate progress and celebrate successes. • Home visits and behaviour management classes set up for parents to support consistency of parenting for children with disabilities/barriers to their learning. • Th.Inc room sessions used to support children with mental health issues, bereavement issues, communication issues, a range of disabilities and progress communicated to parents and relevant external Agencies.
Objectives for Improvement 2018-2021
<ul style="list-style-type: none"> • Improve channels of communication between school and external Agencies, eg Children's Social Care, CAMHS/HYM and medical practitioners. • Develop the website and ParentMail as an efficient means of communicating with parents. • Reports to parents being produced in home language where necessary. • Consistent use of interpreters to communicate with parents in home language
Monitoring of Plans
This plan will be monitored by the Curriculum Manager, STL and Curriculum Governors.