

Brookvale Groby Learning Campus

part of the Brookvale Groby Learning Trust



Accessibility Policy

Reviewed:

Sept 2023

Next Review:

Sept 2025

Accessibility Strategy and Plan 2023-2025

The Disability Discrimination Act 1995, Part 4 sets out duties to disabled students currently at the campus and potential students. The DDA requires schools to change their practice by Anticipating the changes they need to make and being proactive in making them. The key principle of the DDA is that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. Not all students who are disabled have special educational needs. Not all students with special educational needs are also disabled.

Brookvale Groby Learning Campus welcomes learners of all abilities, including students with additional or special educational needs. The campus is a pathway school for disabled children including young people with physical disabilities. In order to provide an accessible campus, the campus and its grounds have undergone and will continue to undergo, work towards increasing accessibility for all users. Work already completed includes disabled access to the site, disabled parking spaces, external ramps, accessible toilet facilities for students with disabilities and toilet facilities for transgender students, a spittle room, lifts between levels and clearly identified routes for visually impaired students.

In all future developments to the curriculum, written information and the physical environment, the school should consider accessibility to improve access to school education for disabled pupils.

Increasing access to the curriculum for students with special educational needs and disability (SEND)

Although students with SEND have very often been identified at primary school, the campus continues to monitor and assess our students. Early identification is paramount to a student's success and we use a variety of data screening tools to assess students; this allows the identification of any students who may have SEND. Some of the screening and data used at Brookvale Groby Learning Campus includes:

- Key stage 2 SATS results and teacher assessments
- Reading test (GL assessment online reading and spelling test)
- Dyscalculia screening (this screener is not a formal diagnosis)
- Dyslexia testing / assessment (formal)
- Classroom observation
- Coloured overlay testing

Most importantly Brookvale Groby Learning Campus listens very carefully to the students, parents and staff, and if there is a change in behaviour or there is a concern raised we investigate. This is sometimes with the help of external agencies which include the educational psychologist, Learning Support Services and Autism Outreach.

Below is a list of ways that access to the curriculum is improved for pupils with SEND, including: wheelchair users, hearing impaired students (HI) and visually impaired students (VI).

- Ongoing monitoring of SEND students by all staff to identify barriers to learning – this includes physical and academic barriers.
- LSA/TA support in class and during off-site trips – students with SEND are supported in class and during off-site trips through targeted support from LSAs/TAs. LSAs/TAs provide one-to-one, pair or small group support with classwork, differentiation of assessments or tasks, encouraging participation with aim of working towards independence; in addition they support the organisation and management of the individual needs of the student. This could include the careful planning of personalised programmes of support to meet individual students' needs.
- Mentors are offered to provide an opportunity for students to raise any concerns or issues.
- PE- Students with SEND are supported in PE lessons by LSAs or small group work to meet the learning objectives and differentiated schemes of work. This may include the use of specialist equipment specific to students. This could include coloured balls for visually impaired students or larger/smaller apparatus.
- Access to laptop computers and ICT technology – this has proved especially helpful for students who have dyslexia or developmental coordination disorder.
- Use of Interactive Whiteboards – this greatly increases visual stimulus accessibility, and allows background colours to be changed to suit students' requirements.
- Differentiation – both class and homework tasks are differentiated to meet the needs of the students. Written instructions and support with homework and learning is communicated to parents/carers via the school planner and the Google Classroom Suite. Materials may be enlarged and VAK resources used. Different learning styles are catered for through the delivery of differentiated and inclusive lessons which offer supported learning in all subject areas.

The campus is committed to the ongoing training of all staff to ensure they are fully equipped to provide the best support for our students. We have an ongoing training programme for all staff to support their knowledge of SEND and to enhance their expertise and resources.

Recent training has included:

- Dyslexia
- Safeguarding
- E safety
- SEND – new code of practice
- Mental health awareness
- ADHD
- Autism level 1 – with SENCOs and specialist staff trained at level 2 and 3
- Attachment and trauma
- Assessment for learning
- Positive behaviour management
- Positive handling - support staff
- Visual impairment
- Speech and language
- Emotion Coaching

If a need is identified during transition, we will ensure that the relevant agencies, along with parents and the feeder school, are involved so that we can ensure a smooth transition into secondary school. Staff are also encouraged to identify emerging needs to the SENDCO with an internal eform.

The SENDCo is a qualified specialist dyslexia teacher who holds a current practising certificate (AMBDA and PATOSS APC) and an MA in Education. The SENDCo is up to date on current legislation and promotes the sharing of good practice and expertise across our group of schools. She is up to date on current and national policy and initiatives to support on current and national policy and initiatives to support students with SEND and regularly attends the SENDCo net meetings where local and national updates regarding SEND are discussed.

Brookvale Groby Learning Campus works with a number of external agencies to seek advice and support to ensure all students are supported and to ensure that their needs are met. These include working with health care professionals through:

- Single Point Access (SPA) referrals
- Working with the School Nurse to refer young people to Child and Adolescent Mental Health Services.
- Specialist school nurse who can offer a range of support to our students with SEND

Other agencies the school liaises with are:

- Educational Psychology service
- Specialist Teaching service – including for HI and VI students
- Speech and Language
- Autism Outreach
- ADHD Solutions
- CAMHS – Westcotes and Valentine centre
- School Nurse
- School Attendance Officer
- Social Care
- Youth Offending
- Occupational Therapist
- Leicestershire Supporting Families
- Hinckley and Bosworth Behaviour Partnership
- Youth Service
- Menphys
- VAL
- Fun and Families

External agency support

External agencies support SEND students through in-school meetings with both the student and SENDCo present. External agency reports are summarised and circulated to staff in order for staff to implement professional recommendations from outside agencies- e.g. seating arrangements, use of specialist equipment, targets etc. External agencies which may

be involved with students are Visual Impairment Team (VI), Hearing Impairment Team (HI), Specialist Teaching Service (STS), Occupational Therapy (OT), Educational Psychology (EP), Speech and Language Therapy (SALT), Autism Outreach (AO) and the School Nurse team.

Access Arrangements and Exam Concessions

Students with disabilities are able to receive additional time in exams, extra stimulus material, live speaker, use of a scribe, reader, signer, regular rest breaks and early opening of papers, where appropriate and where students meet the JCQ criteria for access Arrangements.

Partial Timetable- a reduced timetable may be necessary for some students with disabilities. This is done in consultation with parents, SENDCo, and the Deputy Head with responsibility for progress.

Areas identified for development are:

1. Greater differentiation for all needs – physical, sensory, behavioural, academic and emotional.
2. All staff to have Level 1 National autism accreditation.
3. Greater collaboration with our outreach special schools to encourage a wider active participation in disability sport.

Improving the provision to SEND students of information that is provided in writing to students who are not disabled

- Use of LA services to provide alternatives to written communication- e.g. enlarging service/use of different typeface, use of CCTV projectors, laptops/ ICT aids- Dictaphones, video recorders, Chromebook
- Providing alternative means to written recording in lessons- tables, charts, mind-mapping, diagrams or use of ICT aids/software, text to speech and Ipads
- Use of LSA/TA support to act as a scribe/reader, to interpret information and differentiate class work.
- Professional advice from external agencies as required or requested, these may include:- Visual Impairment Team (VI), Hearing Impairment Team (HI), Specialist Teaching Service (STS), Occupational Therapy (OT), Educational Psychology (EP), Speech and Language Therapy (SALT), Autism Outreach (AO) and School Nurse team.
- Use of visual communication/pictures instead of writing on school signage, leaflets, classroom posters/display.

- Staff training – external agency training and in-house training to ensure that staff are aware of alternative means to provide information to disabled students, specific training in ICT aids and the dissemination of good practice.

Improvements Required to the Physical Environment

Area	Proposal
Brookvale building changing room with toilet	Consider installing a walk-in shower

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