The Garden School
Accessibility Plan
2016-18

THE GARDEN

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The Garden Accessibility Plan 2016-18

Schools have a duty to plan increased accessibility to the curriculum, the physical environment of the school and improve the delivery of information to disabled pupils/students.

Document purpose

This plan reflects the values and philosophy of The Garden School in relation to Accessibility. It is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). These duties are replicated in the Equality Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils'

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995(DDA):

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.

All pupils with an autistic spectrum disorder may be considered to have a disability as a consequence if their autism. The Disability and the Equality Act 2010 emphasises the requirements for all schools to promote accessibility for those pupils with physical or sensory disabilities.

Key Objective

Improving access to education and educational achievement by disabled pupils/ students is essential to ensuring equality of opportunity and full participation in society.

At The Garden school we are committed to creating high quality specialist provision to meet the needs of ASD pupils with severe learning difficulties. This year the school aims to begin the process of Autism Accreditation with NAS.

The Garden accessibility plan aims to assess current accessibility and identify barriers to access and inclusion in consultation with staff, pupils/ students, parents and any other relevant party.

It will be reviewed and revised annually and be available for inspection by any interested parties.

Current and likely pupil / student population

The Garden admits pupils from age 4 to 16 years. 126 pupils on roll from 8/2/15.112 have a

diagnosis of autism. By September 2017 we anticipate that 100% of our students will have an

ASD.

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Key characteristics of the student population-numbers

Male	Female	Primary	Secondary	Languages (other than English)	FSM	Ethnicity	LAC
99	27	67	59	27 languages	71	24	5

1. Access to the Curriculum

Current position

All staff are provided with training in understanding autism, positive behaviour support and communication practices.

The SCERTS Model has been adopted by the school to assess pupils. It is a research based educational approach and multi-disciplinary framework that directly addresses the core challenges faced by children with autism and their families. It focuses on the areas of Social Communication, Emotional Regulation and Transactional support.

Teaching and multi-disciplinary practice with our Speech and language therapists, occupational therapists and Educational Psychologists follows national and international evidence based good practice in autism and includes TEACCH, Intensive Interaction, Makaton, Attention Autism, Picture Exchange Communication System and other communication strategies.

Students with medical needs are well supported with a clear health care plan, reviewed every 6 months and staff trained re their condition and how to manage it. We are supported by the specialist teachers for hearing and visual impairment to make reasonable adjustments to aid the inclusion of pupils with sensory impairments.

Areas to be addressed

- Develop a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of all pupils in line with the National Curriculum and SCERTS to address the core challenges of autism, personalise learning and support

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person centred planning to prepare pupils/students for opportunities, responsibilities and experiences of later life.

Priority	Lead	Action	Resources	By	Success criteria
Provide documentation explaining rationale for SCERTS based curriculum	Consultant Working party Key Stage leads	Create self-explanatory booklet for SCERTS based curriculum	Consultant's time Meeting time with reps from working group Research/Visit other schools	March 2016	Documentation in place explaining the benefits for redeveloping the curriculum
Guidance in place for teachers in form of schemes of work	As above HoS Key stage leads Working party	Write up clear schemes of work for Each Key Stage	Consultant's time Meeting time with reps from working group Teachers' meetings	July 2016	Medium and long term plans for academic year 2016-7 in place for September 2016.
Programme of INSET planned to provide all staff with necessary skills, knowledge and understanding	As above with HoS Key stage leads Working party	Identify type of training needed for whom, by when. Create time-table for training. Identify trainers/plan	Consultant's time includes: Meeting time Planning time Writing time	From Sept 2016	Shared understanding of curriculum amongst all staff

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to deliver curriculum		and deliver.			
Curriculum Policy is reviewed and evaluated in line with changes to curriculum.	As above HoS Key Stage leads Working party	Review curriculum policy and associated documents	Consultant's time includes: Planning time Writing time	From July 2016	Curriculum policy in place in line with new curriculum.

Enable each child has access to at least one after school club

Currently we have one after school drama club. It comprises 7 secondary pupils. This has been successful and enabled the group to perform 'Hamlet' in a Shakespeare Schools festival in autumn 2015.

Priority	Lead	Action	Resources	By	Success Criteria
To investigate funding options	SBM	To re-evaluate priorities within the budget. Also to approach external organisations to look at charity funding	Time Marketing Materials	September 2017	All students have access to an after school club or resource.

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Increase the range of sports/PE activities

Currently all pupils/students have access to a weekly swimming session, some have access to weekly adventure play or bike riding sessions according to age. A few classes are now accessing horse riding.

Priority	Lead	Action	Resources	By?	Success Criteria
Increase the range of options available to pupils/students in accordance with age interest	PE specialist HoS	Research provision in local area	Meeting time Visits	September 2016	2 other activities included in off-site programme E.g. rock climbing Ice skating
Link with other ASD schools to share good practice, provide support network	PE specialist	Make contact with local ASD schools-Spa, Phoenix, Queensmill.	Meeting time Visits	Academic year 2016-17	Regular meetings with at least 1 other special school's PE lead.

Broaden the range of cultural/enrichment opportunities for pupils

All pupils/students have access to a weekly session of drama, music and dance taught by specialist tutors. The school has links with The Barbican through 2 annual projects involving dance and art. There are other links with dance organisations and opportunities to perform dance in Hackney festivals.

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Priority	Lead	Action	Resources	By?	Success Criteria
Develop link/s with music organisations	Music tutor	Research options Visit other schools with experience in this area	Meeting time/visits	Academic year 2016	School has a few links with music organisations which can support the teaching of music and/or provide broader cultural experience/s
Develop opportunities for students to engage in performance with other organisations/schools	Drama/music tutors	Research options Visit other schools with experience in this area	Meeting time/visits	Academic year 2016	Pupils/students have opportunities to work with other schools

2. Physical environment
Current situation

Environmental factors can be critical in either increasing or decreasing stress levels of ASD students. Challenging behaviour can arise from an unsupportive learning environment and reduce the opportunities for our pupils/students to learn.

The school is purpose built for pupils/students with autism and this is reflected in key design features such as size and shape of classrooms, acoustics and adjustable lighting, toilets and

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washing facilities.

Wide corridors, fobbed doors, a variety of sensory spaces and ample break out space including nurture and shared classroom group rooms complement the school's approach to positive behaviour.

Classroom environments adopt TEACCH principles including physical organisation of the learning space to support situational understanding. They are low arousal, calm and ordered through the adoption of structure and the reduction of spoken language. Use of visuals-symbols, objects of reference and Makaton signs, aid communication and includes signage for key transition points around the school.

> Regular learning walks, lesson observations and other audits of the physical environment highlight whether alterations need to be made to increase the capacity for children with autism to learn more effectively.

A clear process of risk assessment exists both for site specific visits and for individual pupils.

Areas to be addressed

Priority	Lead	Action	Resources	By?	Success Criteria
Re-evaluate use/effectiveness of sensory spaces	HoS SBM	Audit rooms to see if fit for purpose e.g. soft play provides challenge and supports OT work.	Funding for refurbishment/ capital expenditure Meeting time with OT and teachers to establish guidelines re use	Autumn 2016	Sensory spaces are well equipped and used to support pupil/student progress in clearly defined areas
Develop a dedicated room for occupational therapy	HoS SBM OT	Identify appropriate space Order specialist equipment	Meeting time Room space Refurbishment / capital expenditure	Summer 2016	Identified room in school is well-equipped and supports OT programmes for all

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Audit of playground area/equipment to ensure it meet the needs of ASD pupils- e.g. able to provide for range of activities-bike riding, climbing in safe environment.	HoS AH SBM Key Stage leads	Identify gaps e.g. climbing equipment. Space to cycle, use scooters. Appropriate shade for younger children. Plan in place addressing what needs to be added/taken away to provide a safe and accessible play space in both playgrounds	Meeting time Funding/ Capital expenditure	On-going By September 2016	Dedicated safe spaces allow for range of activities Pupils engaging with current equipment.
Establish a process whereby physical/OT aids to support pupils are identified and purchased in timely, cost effective and efficient manner	HoS SBM OT LA	Meet to discuss how to further improve process of identification of auxiliary aids to support pupils/students.	Liaison time HoS, OT and SBM	On-going	Clear process whereby identified needs for physical/sensory/OT aids are resourced within efficient time frame.

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3. Improving the delivery of info to disabled pupils:

Current Situation

All info provided takes into account our pupils' autism and learning difficulties. We use COMFoR assessments to guide us re level of sense making of individual pupils/students. For our pupils individual time tables (schedules) we use either a recognised symbol system, In Print or objects of reference and Makaton signing. All classrooms have an interactive whiteboard and there are iPads in each classroom.

Areas to be addressed

Priority	Lead	Action	Resources	By?	Success criteria
Develop ICT vision-create a plan	SBM	Establish strategic working group to include members of teaching staff and multi-disciplinary team	Meeting time	July 2016	Vision agreed and plan established on how to improve ICT offer
Staff to be familiar with best ways to support children's communication with Information Technology.	Strategic working group	Develop a training strategy to develop skills/knowledge and understanding on part of class teams	Meeting time Funding to support new hardware/software	On-going	Pupils use ICT to assist communication and understanding of info.

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To raise awareness in the school amongst teachers of ways in which high tec AAC aids/devices AAC can promote communication of info with ASD pupils	BJ (SaLT) PQ	Arrange a Study Day at school for Liberator and other High Tech AAC providers to update staff with range of AAC aids	Budget for AAC resources 1 day INSET for teachers Meeting time to plan	Summer term 2016 and on-going	Pupils have access to a range of High Tec AAC devices and aids to support and promote their communication
Links established with Universities in terms of IT research/ASD pupils/students	KK	Contact made with relevant institutions. Plans made to visit school, met with staff etc.	Visits Meeting time for demos etc.	From Spring 2016	School is trialling range of devices