

# ST ANTHONY'S SCHOOL

## Access Plan



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**Revised:**

**Displayed:** Staffroom & Intranet

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**Review cycle:** Annual

St Anthony's Access Plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). All schools are required to plan for:

1. Increasing access to the curriculum
2. Improving access to the physical environment
3. Improving the delivery of written information to pupils

St Anthony's is dedicated to meeting the care, support and educational needs of pupils with a range of learning difficulties. The school motto is "Learning Together" and all staff endeavour to do this on a daily basis. This document identifies how the school promotes access for all pupils with learning difficulties including those who may have additional aspects of need. It should be read in conjunction with other school policies that refer to SEND and Equal Opportunities.

St Anthony's is an outstanding day special school. It places the individual needs of the pupils first. The school strives to build positive relationships within an atmosphere of understanding and care. The school recognised that every child's needs are different. They look different, behave differently, develop at different rates and different times and learn at different rates and times. Pupils need a different approach and the curriculum is tailored to meet the group and or individual needs in each cohort.

Pupils are taught in groups of up to twelve with one teacher and one classroom support. The school will add more support staff where needs are considered to be higher for that particular cohort or lesson. Teachers make full use of other professional input and advice, e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Dance Movement Psychotherapy and Play Therapy, Educational Psychology, the Sensory Support team and Social Care.

### Curriculum

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. The curriculum is a framework to meet the learning needs of each cohort and it includes but is not limited to the National Curriculum.

The Infant Curriculum encompasses the EYFS and enables pupils to make relevant choices giving them access to, and ownership of, their own learning

pathways and experiences suitable to their age and stage of development. There are two Departments enabling a more structured or flexible approach to learning pathways.

The Junior Curriculum follows a key skills and topic based two year cycle. There is opportunity for overlearning and development of all skills, academic, emotional, physical and social. There are different class bases that cater for slightly different learning styles and needs.

The Key Stage 3 curriculum enables access to all curriculum subjects. It gives broad and balanced curriculum access with subject specific teachers and support staff. Some tutor groups have a tracker to enable continuity between subjects.

The Key stage 4 curriculum enables pathways and choice have success at either entry level of GCSE. All pupils access English, Maths, Science, Duke of Edinburgh Award and Youth Award Scheme and a full P.E. curriculum.

The Key Stage 5 curriculum is run as a commissioned service by some of St Anthony's staff at "The Hub". They access their chosen pathway on college courses and it is supplemented by accredited courses.

Teachers promote learning for the full range of pupils by writing individual targets, differentiating the curriculum and prioritising intervention. The curriculum and ethos of the school promote understanding of a healthy lifestyle and enjoyment in achieving positive outcomes. The school uses Makaton and symbols/visual information across all the curriculum areas.

Support staff are trained through INSET and deliver individual programmes as appropriate. These are monitored by the relevant outside agencies or our own teaching staff. E.g. "playwell" our own Lego therapy scheme.

### Environment (A positive learning environment)

Accessibility is promoted by the use of wide corridors, ramps and push button doors, double handled doors and finger traps.

There are yellow strips painted and contrasting colours on all ramps and carpeted areas.

The school has different zoned areas for play and outside break times. (Shower room)

Hoists are provided in wet rooms and a medical area. The school also has accessible toilets and general wet rooms.

The school has full P.E. facilities including 2 trampolines/a climbing wall, a multi-sensory swimming pool, a large field and a Multi-Use Games Area. One trampoline is in sunken into the ground providing full access.

The school has a pond/greenhouse/growing and tuck shop area that are accessible via ramps and fenced off as appropriate.

The school has a variety of specialist rooms including Dance Movement Psychotherapy Room; a soft play room; 2 Magic Carpet rooms, a library and specific subject areas e.g. food technology; science; computing.

Specialist therapy rooms and sensory rooms are available and timetabled out throughout the week.

Specialist equipment such as seating and height adjustable furniture, is available where appropriate within the school.

### Written Information

St Anthony's prides itself in using the right approach for the individual pupils. There are many pupils who need Speech and Language and Occupational Therapy input. This is accessed across the curriculum and on an individual basis as necessary. To enable all pupils access to the curriculum there are a variety of things used including:

Symbols

PECS books and pointing boards

Makaton

Ipads and laptops

Differentiate worksheets

Social stories

PowerPoint presentations

## Monitoring

All aspects of the access plan will be monitored regularly through a variety of means that will include; the use of senior leader monitoring, the use of external assessments, the use of parental/staff/pupil feedback, Headteacher report to the governing body.



## St Anthony's School Access Plan 2018-2019

ACTION	TIMESCALE	PERSON RESPONSIBLE	RESOURCE IMPLICATIONS	MONITORING	SUCCESS CRITEREA
To liaise with the LA re a feasibility study re possible growth of school.	2018-2019	Head Teacher Deputy Head teacher Governing Body LA/building contractors/architects Site Managers	LA funding New teaching/support staff as appropriate New class base resources	SLT/LA/Governing Body	Possible 2 phased build project to provide more class and breakout spaces to support LA placing pupils in appropriate SEND provision.
To continue to improve access to the curriculum at all key stages	ongoing	SLT/Middle leaders/teachers and support staff	INSET times	SLT	New improved curriculum  Girls at hub  All pupils leaving with at least 4 qualifications
To continue to provide high quality Outreach support and access to students e.g. PGCE placements SENCO training etc.	ongoing	SLT Mentors	Time  INSET opportunities for our staff  Keeping staff Aware of roles and responsibilities and up to date information	SLT NOVIO strategic group Stage strategic Group Chi University	Increased staff knowledge and understanding of SEND