



# ACCESSIBILITY PLAN 2020-2023

## Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

## The Pointer School Strategy:

The Pointer School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

## Availability:

This policy is made available to parents, staff on request from the School Office

The Pointer School has drawn up a three-year plan for compliance with Schedule 10 of the Equality Act 2010 for both sites i.e. Stratheden Road and Shooter Hill Road, to show how it will progressively meet the demands of the Disability Discrimination Act. A pre-requisite to drawing up the Accessibility Plan has been the completion of space audits at both venues.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Pointer School is a Christian school. We have an established reputation as an inclusive school, and are determined to develop our skills and knowledge in specific learning difficulties. The current ability range of the children is on a continuum from those with moderate learning difficulties through to gifted and talented.

## Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Mr Adam Greenwood  
Headmaster

Mr Robert Higgins  
Proprietor

Date reviewed:  
08.09.2020

Date of next review:  
08.09.2020



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The Special Needs and Disability Act 2001 refers to disabled students in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled children, where it is provided in writing for students who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME
Review methods of assessment for literacy	Introduce standardised spelling assessment R-6 for Spelling. The test has been purchased but is still being tested for accessibility.	Literacy Co-ordinator, SENCO, DoS	Summer 2021
Currently no access to the basement and top two floors for those with severe mobility impairment.	Consider possibility of installing a stair lift to provide access to the top floors for children with disabilities. If required, students with physical mobility issues could be taught in a classroom in the bottom level.	H&S officer	If and when a student with such needs should attend the school and require access.
There is currently no WC provision for those with mobility disabilities at the main building	If it proves possible to provide access to top and basement floors for those with disabilities, investigate possibility of adapting a WC for use by those in wheelchairs, including an emergency call system.  Downstairs toilets are available in Marnic house is necessary.	H&S officer	If and when a WC user should express interest in attending the school.
Respond to physical needs of physically impaired student in the nursery.	Communicate with MOVE team, photos taken of nursery to conduct assessment of the space due to COVID restrictions. Regular communication with parents. 1:1 support for the child.	Nursery manager, SENCO	Spring 2021
EYFS – communication and interaction	For EY staff to attend current courses run by borough to help with changes to the curriculum and current practice To increase the opportunities for talking for a purpose through indoor and outdoor learning. SENCo to meet with parents and staff of children with these needs and be part of the planning process.	Head EY Co-ord SENCo	Ongoing
EYFS - cognition and learning	EY teachers to meet with parents to discuss any issues related to their child. Teachers to provide star charts with specific targets to allow the child to understand how to achieve. SENCo to meet with parents and staff of children with these needs and be part of the planning process.	Head EY Co-ord SENCo	Ongoing
EYFS – social and emotional health	EY to use social stories and role play to help children understand how	Head	Ongoing

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	to interact and respond to their peers. To provide circle time and allow children opportunities to discuss issues. SENCo to meet with parents and staff of children with these needs and be part of the planning process.	EY Co-ord SENCo	
Review provision for children with disabilities on all residential visits and day trips.	The Principal to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific children including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organizers and leaders. KS leads to ensure children with disabilities have a separate risk assessment for trips if they should require additional support to attend the trip.	Head Teachers and KS leads	Ongoing
Visual impairments- access to the curriculum	Children sat closer to the front of the classroom. Verbal instructions reiterated. Teachers to ensure children requiring glasses wear them.	SENCo, Class Teacher	Ongoing
Hearing impairments-access to the curriculum	Children sat close to the person giving instructions. Minimise external noise where possible. Written instructions also provided where possible. In the case of a student with profound hearing loss to join the school, BSL training for staff.	SENCo, Class Teacher	Ongoing
Autism spectrum- access to the curriculum	Visual timetables on display in classroom, Quiet Room available as a break out space to reduce sensory overload, quiet areas available in classrooms, TA support. Quiet space provided in classroom of children with ASD if needed. Application for EHCP to Greenwich if needed. Specialist medical professionals invited in to give advice for individual student cases.	SENCo, Class Teacher	Ongoing
Dyslexia- access to the curriculum	Dyslexia screener provided in-school. TA support for students up to Year 4. Differentiated curriculum to allow greater access. Targeted TSA support for literacy and numeracy for children with dyslexia. Look into teacher training specific to strategies for Dyslexic children. SENCo advised about students who may exhibit signs and liaise with parents and health care professionals. SENCo and LSAs to go on training.	SENCo, Class Teacher	Ongoing
Language and other processing disorders- access to the curriculum	Differentiated curriculum catering for individual student needs. TA in-class support for Years R-4. TSA targeted support. SENCo to support Reception teachers in introducing phonological awareness screeners this year and to update phonics planning	SENCo, Class Teacher	Ongoing
Other learning needs preventing access to the curriculum	Differentiated curriculum catering for individual student needs, TA support up to Year 4, Targeted TSA support. Continue with Tier-based	SENCo, Class	Termly

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	interventions to allow children to receive the best support for their needs. SENCo to review all assessment data from each child and place children in interventions based on the results.	Teachers, DoS	
Responding to SEN needs following COVID lockdown	Teachers and SENCO to follow up on whether children have been to recommended external professionals to seek support, e.g. SLT, OT, EP. Student wellbeing team to be formed to help children access the curriculum after an adverse childhood experience. Wellbeing lessons incorporated into curriculum. Teachers to observe if children are not making expected progress following lockdown and inform the SENCO.	Teachers, SENCO, DoP	Autumn 2020
Helping children catch up following COVID lockdown	Children assessed in the first two weeks of school. Interventions groups and 1:1 interventions set up based on performance in assessments. Curriculum differentiated accordingly. Additional LSA employed to help children catch up academically post lockdown.	Teachers, SENCO, LSAs	Autumn 2020