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Improving Accessibility Plan 2020-2021/ 2021-2022

Context & Philosophy

Ruskin Mill Trust provides pupils with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment with pathway support onto further education and outcomes bespoke to the individual student.

Since 1987, the Trust has developed its unique brand of expertise working with young people with complex behaviour, and learning difficulties and disabilities including the autistic spectrum and conditions. Our provisions offer both day and residential placements and we accept admission applications all year round.

Grace Garden School is an unique and exciting school. We are sited on 18 acres of land, which includes the orchards, vegetable gardens, woodland, craft workshops and buildings. Our Steiner-inspired holistic curriculum provides the skills, experience and character necessary for young people aged 9-16 years old with complex needs to flourish and thrive in modern society. Our school is a place of therapeutic learning and growing which brings together hand, heart and head to support personal development and progression.

Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our Values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.



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We value openness, goodwill, tolerance and treating individuals with dignity and respect.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, educational provisions have three key duties towards disabled pupils, under Part 4 of the DDA:

Not to treat disabled pupils less favourably for a reason related to their disability;

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

To plan to increase access to education for disabled pupils.

This plan sets out the proposals of Grace Garden School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- i) Increasing the extent to which disabled pupils can participate in the school curriculum;
- ii) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- iii) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan which demonstrates the intention of development for Grace Garden School. All of the pupils have Education Health and Care Plans (EHCP) which detail their specific SEN and associated needs. Associated difficulties often include low self-esteem, low aspirations, poor concentration, poor listening skills and a high percentage of the pupils have literacy difficulties. All of these provide significant barriers to learning.

Grace Garden School has set the following priorities to ensure all pupils have the same opportunities as each other and barriers to learning are effectively reduced;



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- To continue to improve the provision for teaching Literacy and Numeracy across the curriculum and in particular through the outdoor curriculum and the PSTE.
- To raise standards across all areas including Literacy, Numeracy and Science.
- To develop opportunities for a creative and practical cross curricular approach in teaching and learning throughout the school.
- To develop the quality of teaching and learning by meeting the individual needs of our learners through rigorous monitoring and planning.
- To work with parents / carers, Trustees and the wider school community to further involve them in the social and educational life of the school.
- To ensure that staff receive all necessary CPD to continue to develop the range of skills and knowledge necessary.
- To attain high student attendance figures.

Grace Garden School is situated on the edge of Bristol, in Westbury-on-Trym. The school is part of the Ruskin Mill Trust and offers full time education to children from 9 to 16 years. All of the children have Education, Health and Care Plans (EHCP) which details their particular needs and required provision. There are both day and residential placements. The provision is in a spacious site of 18 acres, with workshops both within current buildings and adjacent to the land.

There are indoor spaces with classrooms and craft workshops, a catering kitchen and a food preserving room, so that all food preparation and cookery can be taught. The kitchen is next to the dining area and is well equipped to allow the cook to prepare hearty, nutritionally balanced meals using our own garden produce or locally sourced fresh produce. All food is either biodynamic or organic. The school hall provides an area to gather children together to do transformative movement sessions which include physical skills, games and gymnastics, whole school ring time and assemblies.

A single-use medical room provides a private space in case of medical need and is equipped with a washbasin, a non-porous floor and is wheelchair accessible. The medical room is situated next to the toilet and a shower, and provides a private space for anyone feeling unwell or for first aid or medication to be administered. There are student and staff toilets and an accessible toilet which includes a shower. There are further therapy rooms, where Speech & language, eurythmy movement and rhythmical massage are provided.

A meeting space is provided for all multi-agency meetings.



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In the craft buildings there are a fully resourced art & clay pottery room and a textiles workshop.

The school benefits from established vegetable plots, an extensive orchard, woodland, animal homes and grassed areas.

A green woodworking workshop is situated alongside the woodland and provides a well-resourced work space with a range of equipment to provide pupils with the opportunities to work with wood from the tree and to fashion it into a useful and beautiful commodity.

A range of animal housing is situated close to the school buildings allowing pupils the access to the animals throughout the school day and providing easy access for daily feeding / cleaning tasks. A number of poly tunnels and raised beds provide pupils with the facilities to be involved in the garden and in horticulture throughout the year in a sheltered environment.

Of the children coming towards the school through our Admissions team, 100% of the children have EHCP's with various needs being identified; ADHD/ASC/SLCD/SPD/LD/Attachment disorder.

None of the children have mobility issues, however the buildings comply with DDA requirements, allowing full access to accessible toilets, shower, dining room spaces and teaching spaces.

When open the following information will be provided:

- The identified needs of the children on roll are as follows: **XX%** ADHD/ **XX%** ASC etc
- There are currently **XX%** of children entitled to FSM.
- The proportion of pupils known to be eligible for student premium is **XX%**.
- **XX%** of pupils are either LAC, adopted or live with extended family members and not with their natural parents.
- There are **XX** children where English is an additional language.



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Staff are regularly updated on their duties under the Disability Discrimination Act through the sharing of this plan on an annual basis. The staff are informed that it is unlawful for schools to discriminate against disabled pupils. The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled student is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services', a term that covers every aspect of the life of the school. A Code of Practice, published by the Disability Rights Commission (DRC) provides guidance on the way that the duties operate. The Code provides examples illustrating how the duties apply in practical situations in schools. Ofsted expects to see evidence of practical adjustments being made in the classroom and in other areas of school life. In general, it is the Trustees of the school that is the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils. To avoid discrimination against any disabled student, all staff need to implement the duties in relation to their area of responsibility: in the classroom for a class teacher, across a subject area for a subject coordinator, on a school trip for the member of staff leading the trip, for all staff during lunch time and other social times and for the Executive Principal across the whole school. If parents/carers believe that their child has been discriminated against, they have the right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal.

In order to increase the extent to which disabled pupils can participate in the school curriculum-

- Daily sharing of information regarding individual student's difficulties between staff members during morning briefing and end of day de-brief
- CPD activities are available for all staff on particular areas of need that affect the student population; Asperger's, ASD, ADHD, ODD and similar.
- By engaging the help of support staff of outside agencies we enhance staff knowledge and be able to employ new strategies.
- Staff and governors are made aware of their responsibilities and requirements under new and any revised legislation.
- Staff ensure lessons meet the individual learning needs of each student and that their learning is differentiated appropriately.
- Access to learning for each child is enhanced by effective deployment of staff.



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- Access to learning is enhanced by deploying multi-sensory techniques to meet individual learning needs.
- The curriculum allows staff to ensure that learning can take place in a variety of different ways; out of the classroom, on school visits, by being involved in practical activities and by using creative media (drama, music and dance) to express themselves and record progress.
- IEPs are reviewed each term and barriers to learning discussed and evaluated. Revised targets are set as a result of this review and the child is involved in the assessment of their learning and their barriers to learning.

The building has been recently renovated and is compliant with DDA requirements.

In addition Grace Garden School-

- Caters for disabilities in transport arrangements
- Makes adjustments to ensure all pupils can take advantage of all opportunities available including activities in the grounds and in the craft workshops
- Ensures staff have necessary training to ensure they meet the needs of all pupils regardless of their disability
- Seeks support from qualified professionals when necessary ie. speech and language therapists, occupational therapists, visual impairment specialists, health care professionals, child counsellors etc. The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. See checklist on p.30 of DfES Guidance.

Grace Garden School makes itself aware of local services, including those that may be available through commissioning LAs, for providing information in alternative formats when required or requested.



Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Action	Timescale	Responsibilities	Impact
Personalised timetable <ul style="list-style-type: none"> • Access to all required areas of learning; including PE • Access to crafts • Access to therapies 	2020/21	Executive Principal in consultation with class teacher, craft tutors and therapists.	Timetables are reviewed termly during Curriculum Review to ensure that all pupils can access all required areas of learning and fulfil their potential.
Special arrangements for exams and assessments e.g. readers, scribes	2020/21	Exams Officer	Pupils are able to access exams and assessments and assessments without changing demands of the assessments.
Whole school training: <ul style="list-style-type: none"> • Autism • ADHD • PDA • Medical issues • Dyslexia • Child study 	2020/21	Executive Principal Therapy team Heart Training Team	Staff attend training twice a week during term time; five PSTE experience days and five days of various training courses. Staff have a good understanding of the complex needs of their pupils and work as a team to improve the learning experience.
Staff meetings and training to provide pastoral support that includes help and support, advice and guidance.	2020/2021 2020/21	Executive Principal Student Engagement Manager Pathways Coordinator	Pupils receive support, advice and guidance according to their needs.
One-page profile/risk assessments are reviewed and updated regularly.	2020/2021 2020/21	Executive Principal Teachers and Tutors Student Engagement Manager Therapists	Documentation is updated on a regular basis to ensure pupils access the curriculum safely.



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<p>All workshops and activities are risk assessed; risk assessments are reviewed and updated regularly for ongoing activities.</p>	<p>2020/2021 2020/21</p>	<p>Executive Principal Student Engagement Manager Teachers and Tutors</p>	<p>Student safety is monitored effectively and pupils are kept safe. Accidents and near-misses are minimised. Tutors prepare risk assessments as required. These are signed by a senior leader.</p>
<p>Target setting/monitoring is completed for all pupils with progress monitored termly.</p>	<p>2020/2021 2020/21</p>	<p>Executive Principal Teachers Student Engagement Manager</p>	<p>Student progress is closely monitored to ensure staff have the information required to support each individual student and all make good progress regardless of disabilities.</p>
<p>Specialist equipment is provided for pupils where appropriate:</p> <ul style="list-style-type: none"> • Craft tutors • OT • PE 	<p>2020/2021 2020/21</p>	<p>Therapists Craft tutors Teachers</p>	<p>OT assessment is undertaken for individual pupils and specialist equipment provided; staff training for use of equipment/resources as appropriate. Managed access to tablets.</p>



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Aim 2: To improve the physical environment of the school to ensure disabled pupils, their families and the public are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

Action	Timescale	Responsibilities	Impact
Redecoration of buildings – improved aesthetics.	2020/2021 2020/21	Executive Principal Senior Administrator Land Manager	There is an on-going redecoration programme for the buildings to ensure a pleasant environment is maintained for all pupils, staff and visitors.
Level and improve path between horticulture buildings and across land.	2020/2021 2020/21	Executive Principal Senior Administrator Land Manager	Access between the buildings will be suitable for all types of mobility.
Create suitable spaces for store of wet clothes and boots	2020/2021	Executive Principal Senior Administrator Land Manager	Inside/Outside spaces created to allow pupils, staff and visitors to remove wet and muddy boots and clothes before entering clean areas of both buildings. Cleanliness and good Health & Safety is maintained across the schools.



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Develop playground area to provide range of sensory and movement activities, plus a range of surfaces.	2020/2021	Executive Principal Senior Administrator Maintenance Worker	A comprehensive layout of play equipment to meet the sensory and development needs of all pupils.
Redesign storage space to provide more space in workshops and other teaching areas.	2020/2021	Executive Principal Senior Administrator Maintenance Worker	All teams working on site have adequate storage space to maintain orderliness and good Healthy & Safety.
Improve medical facilities.	2020/2021	Executive Principal Senior Administrator Maintenance Manager Fundraising Officer	Install defibrillator at GGS to enhance emergency care for pupils, staff and visitors.



Aim 3: To improve the delivery of information to disabled pupils, staff and their families, so information is as available as it is for pupils, staff and their families who are not disabled.

Action	Timescale	Responsibilities	Impact
Improve signage/symbols throughout the school.	2020/2021	Executive Principal Speech & Language Therapist	Symbols and signage used throughout the school provides information accessible to all.
Develop communication with parents/carers to ensure all parents/carers have access to preferred communication methods: <ul style="list-style-type: none"> • phone • email • letter • text • Parent Portal 	2020/2021	Executive Principal Senior Administrator Deputy of Provision	<p>All parents and carers express a preference for the communication from school to home to ensure they can be kept up to date with information from the School.</p> <p>Information sent by email is sent securely to maintain compliance with GDPR and protect individual's confidentiality.</p> <p>Classroom Monitor "Parent Portal" function to be developed to allow parents/carers with the ability to monitor social and academic progress of their child including photos of activities and achievements where appropriate.</p>
Provide school information in alternative formats.	2020/21	Executive Principal Senior Administrator Admissions	To ensure all stakeholders can access information in the appropriate format, Information will be made available in alternative formats on request. e.g. symbol supported information, braille, tape, large print.



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Develop a lanyard colour code for easy recognition of staff, visitors etc.	2020/2021	Executive Principal Senior Administrator	Lanyard colour system employed to help with easy recognition of staff including specific roles e.g. staff (including safe guardsers, first aiders) as well as visitors, contractors, pupils
Provide a range of methods for delivering training and policy information.	2020/2021 2020/21	Executive Principal Senior Administrator Heart Training Co-ordinators	All staff are able to access and understand training and policy information.