

Accessibility Plan

Aims

Under the Equality Act (2010), Schools are obliged to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can fully participate in school life
- Improve the physical environment of school to enable pupils with disabilities to make the most of their education

We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Vision and Values

We are committed to inclusion and providing a fully accessible environment and curriculum to enable everyone to succeed. We endeavour to remove all barriers to ensure that all children can enjoy and fully participate in all aspects of school life.

We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation/Guidance

This document has been written in line with the Equality Act (2010) and the DfE guidance for schools on the Equality Act (2010). The Equality Act defines an individual as disabled if they have a physical or mental impairment that has a substantial and long-term adverse impact on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments, such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

Action Plan

Objective: To improve and increase access to the curriculum for all pupils with SEND.

Current Provision	Actions	People Responsible	Success Criteria
<p>Curriculum design is tailored to meet the needs of all pupils.</p> <p>Curriculum progress is tracked for all pupils, including those with SEND.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed within support plans.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Staff facilitate learning with cognisance of SEND Support Plans and EHCPs.</p> <p>Bespoke curriculum packages are in place for individual pupils where this is required.</p> <p>Curriculum delivery is adapted for targeted groups of children e.g. interventions, personalised reading books etc.</p> <p>We work alongside external agencies e.g. Family Help, Social Workers, Counsellors, Speech and Language, Inclusion Team etc to further develop our provision.</p> <p>SENDCo meets each class teacher on termly basis to discuss each SEND pupil individually and also to discuss pupils who are being monitored.</p>	<p>Regular staff training regarding curriculum and environment adaptations.</p> <p>Staff training to reflect changing SEND needs within school and also be responsive to individual needs especially around SEMH e.g. attachment.</p> <p>Monitoring e.g. deep dives, book looks, pupil voice, pupil progress reviews to include a range of learners with SEND.</p>	<p>Headteacher</p> <p>SENDCo</p> <p>SLT</p> <p>Subject Leaders</p> <p>Class Teachers</p> <p>Support Staff</p>	<p>Staff have accessed appropriate training to develop skills and knowledge.</p> <p>School have secured additional professional advice and support where this is required</p> <p>Pupils continue to demonstrate full access to curriculum and extra-curricular activities as measured by monitoring e.g. deep dives, book looks, pupil voice, pupil progress review</p>

Objective: To continually improve and maintain access to the physical environment for all pupils			
Current Provision	Actions	People Responsible	Success Criteria
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> -A disabled parking bay -Disabled toilets and changing facilities -Library shelves at wheelchair-accessible height -Dedicated learning area for high needs SEND pupils within classrooms. -Two sensory spaces within school for emotional regulation activities or sensory breaks. Sensory items available for children to select and use within the classroom. -Ramp access to the front of school. Doors all accessible without use of stairs. -Development of indoor and outdoor sensory circuits. -Access to the school car park provided where children are unable to walk. -Evacuation chair in school in the event of fire. 	<p>Regular staff training e.g. around the use of sensory circuits.</p> <p>Health and Safety audit carried out biannually to ensure the building is safe and accessible.</p> <p>Monitoring e.g. annual review of accessibility plan. Annual review of SEND policy. (Both the accessibility plan and SEND policy are ratified by governors).</p>	<p>Headteacher</p> <p>SENDCo</p> <p>SLT</p> <p>Governors</p> <p>Premises Staff</p>	<p>Staff have accessed appropriate training to develop skills and knowledge.</p> <p>Monitoring shows that staff are consistently implementing appropriate strategies.</p>

Objective: To continually improve the delivery of information to pupils with SEND.			
Current Provision	Actions	People Responsible	Success Criteria
<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> -Visual prompts -Widgets used in Early Years and Key Stage One to support transitions. -Now/next boards -Use of Objects of Reference in Early Years for children with limited speech -Sensory communication through musical movement in Early Years -Staff access training sessions with NCC Speech and Language Therapists e.g. DLD session with Libby Jordan 	<p>Continue to develop, implement and monitor appropriate communication/information strategies.</p> <p>Continue to seek support, advice and training from external agencies. Review effectiveness of training.</p> <p>Continue to work closely with alliance SENDCos to refine provision.</p> <p>, SENDOS) as appropriate</p> <p>Selected staff identified to complete Curiosity Programme training</p>	<p>Headteacher</p> <p>SENDCo</p> <p>SLT</p> <p>Subject Leaders</p> <p>Class Teachers</p> <p>Support Staff</p>	<p>Staff have accessed appropriate training to develop skills and knowledge.</p> <p>School have secured additional professional advice and support where this is required. This includes working with the SEND team, HINT, SaLT, School Improvement Team etc</p>

Monitoring Arrangements

This document will be reviewed at least every three years. It may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Senior Leadership Team (this includes the SENDCo) and Governors, Head Teacher, SEND Parent/Carer forum and Governors.

Links with Other Policies

The Accessibility Plan is linked to the Health and Safety Policy and the SEND Policy.