



Accessibility Plan

Introduction

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

- 1) Not to treat disabled pupils less favourably for a reason related to their disability.
- 2) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- 3) To embed access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

These three areas are:

- Embed the curriculum delivery for pupils with SEND.
- Enhance the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Embed 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 and reviewed annually.

Definition of Disability

Disability is defined by the Equality Act 2010 thus:

“A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.”

Vision statement

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. As a fully inclusive school we have high expectations for **all** children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, to make equality of opportunity a reality for all our children include those with disabilities.

Information from pupil data and school audit

School Context

We currently have pupils on role with a range of disabilities, including Down's Syndrome, Autism, visual Impairment, ASD, ADHD, Speech & Language, SEMH, asthma and serious allergies. The school was purpose built in 2014 and the physical environment is therefore fully up-to-date in terms of access (wide doors and corridors, two lifts, two hygiene rooms, disabled toilets).

Partnership working

We seek specialist advice from other teams of professionals on how best to support children with disabilities so that they are fully included in all areas of school life. Recommendations are acted upon promptly.

We collect information from the Early Years settings and prospective parents, so that we are prepared for children when they arrive in school and are providing the right care for their needs. We draw up Care Plans, Risk Assessments and Personal Emergency Evacuation plans to secure the health and safety of pupils. Prospective parents of children with disabilities are welcomed to meet with the SENCO and view the provision so that they can make an informed choice about the right school for their child.

Consultation

This plan will be shared with staff, parents and pupils and their views will be taken into account.

Review date: Spring 2024

Next Review: Summer 2025

Our Accessibility Action Plan is attached (Appendix 1).

Appendix 1

Accessibility Action Plan

Aim 1- Increase access to the curriculum for pupils with a disability.

Objectives	Strategies	Responsibilities	Success Criteria
All areas of the curriculum to be accessible to children, regardless of their disability. In cases where a planned activity is not accessible, a suitable alternative should be offered	Staff INSET to focus on children with autism, complex needs, S&L disorders. Detailed risk assessments are undertaken before the planned visit. An adapted programme is available for disabled children, supported by the deployment of additional staff.	SENCO Class teachers Phase leaders	All children with any form of disability are able to participate and engage in lessons
Disabled children have the support they need to succeed in place , which is often provided by external agencies	Various external agencies work closely with our school, in order to support disabled children (complex needs, BSS, CAMHS, OT & SALT)	External teachers support us in the following areas: dyslexia, speech and language needs, hearing and visual impairments, cognitive difficulties and emotional development. All packages of support are coordinated and overseen by the SENCO	Advisory teachers are in school regularly, improving outcomes for disabled children Support provided for teachers
Children with ongoing complex medical needs are able to attend school regularly	A comprehensive medicines in school policy is in place with associated management procedures	SENCO Front office staff Class teachers School nurse - create care plans First aider	Relevant staff understand the range of possible medical needs, and the procedures to follow. Specific identified staff have been trained accordingly in administering epipens and asthma pumps.
To teach all pupils about a range of common disabilities and their impact.	Teach disability awareness UKS2 children taught protected characteristics Diversity representation in literature PSHE curriculum Use of texts in literacy	SENCO Phase leaders Classteachers PSHE lead	Pupils and staff show awareness of needs of disabled pupils. Pupils and staff do not “baby” pupils with disabilities.

To review all statutory policies to ensure that they reflect current inclusive practice and procedures.	Relevant postholders review policies, ensuring they contain a section on Inclusion in their subject or area.	Postholders SENCO SLT	Compliance with Equality Act 2010 and consistency of approach to Inclusive practice in all areas.
To provide adapted educational equipment or IT equipment on advice of OT or other advisory services.	Make referrals to relevant services and act on recommendations for purchasing equipment. Specialist teachers make referrals to GOSH	SENCO Specialist teachers SALT	Increased curriculum access and engagement leading to improved progress and attainment.
Classrooms are optimally organised for disabled pupils	Full inclusion, extra-curricular clubs	All teachers plan and include the children in their activities Subject leaders Phase leaders SLT	SEND pupils take part in extra-curricular clubs
Staff recognise and plan for additional time and effort needed by some disabled pupils e.g. slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities	All staff aware of needs and detailed in planning/pupil profile. Appropriate applications can be made for SATs	SENCO to ensure these are followed through during monitoring cycles Assessment coordinator	All SEND children are catered for during assessment week
To work with a low intensity therapist with the Bounceback Resilience Project and embed in school offer to pupils with SEMH difficulties.	School participates in the SAFE pilot project with a low intensity therapist to roll out the project for target pupils.	Assistant Headteacher Learning mentor Temi - low intensity therapist	Pupils with Mental Health, social or Emotional difficulties develop resilience, enabling them to better engage with their education.
School visits are accessible to all pupils, regardless of attainment or impairment	All risk assessments include info re: disabled pupils- including a safe space at the venue	Venues to have disabled access; cabs available for disabled children	Every child participates in educational visits

Aim 2 – Improve physical environment to increase access for disabled pupils.

Objectives	Strategies	Responsibilities	Success Criteria
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To provide adapted cutlery and crockery for disabled on advice from OT or other advisory services.	Make referrals to OT or other relevant services and follow recommendations.	SENCO	Increased independence for pupils with disabilities.
To investigate and purchase specialist P.E. equipment for use with SEND pupils.	PE. Co-ordinator to investigate equipment available and suitable for needs of SEND pupils within school. Include in budget request. All learning journeys includes information for adaptive teaching PE	SENCO P.E. co-ordinator	Increased access in P.E. and Let's Get Moving, leading to improved progress and attainment in physical development and Increased engagement.
Staff are confident in dealing with the needs of disabled children	Care Plans are in place and are understood by staff. Annual review system in place. Any physical access needs assessed and actioned	SENCO care plans reviewed annually. Any physical needs are reviewed at the start of the academic year. This includes physical access as well as storage of medication	Disabled children are getting the care and support they need.
Disabled children can access a range of equipment in the playground	Play equipment is Accessible to all children, including those with disabilities	Ongoing	The equipment in the playground meets the needs of all children and equipment is checked annually

Aim 3 – Improve delivery of information to disabled pupils and their parents.

Objectives	Strategies	Responsibilities	Success Criteria
To signpost parents of SEND pupils to local support groups and forums.	Make flyers available in school reception. Target appropriate children and parents (use texts). Share local offer info and target parents to refer to external services	SENCO SLT Subject leaders	Parents are aware of support networks which they can access for information and support. SEND pupils access advertised out of school activities.
Audit of parents of SEND pupils.	Questionnaire will ask parents to suggest what further information they would like and how they would like to receive it. Action requests where desirable and viable.	SENCO	Parents feel heard. Information disseminated effectively. Increased engagement of parents.
Parents can access information on what the school would provide for	Local offer is updated on the website	SENCO	Parents will know what the school offers and how their child would

their child e.g. learning, extracurricular activities			receive the help and services they need
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