



Accessibility Plan 2020-2023

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| Date of Policy Creation | October 2020 | Named Responsibility | Emma Plowman |
| Next Review Due | October 2023 | Named Responsibility | Emma Plowman |



Enriching Lives Everyday

Accessibility Plan 2020-2023

School Values

Excellence Nurture Respect Integrity Compassion Hope

Introduction

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2015:0 to 25 years. This will be reviewed every three years by the Governing Body.

Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.'

(SEND code of Practice 2015)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people.

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2015)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015)

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty, but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.' (SEND code of Practice 2015)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2015).

The full range of needs and required support for all children identified as SEN Support or with a EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

Current position

- The school buildings are accessible for wheelchair users
- There are two disabled parking spaces provided in the carpark
- The outside play areas are flat and are completely accessible to wheelchair users
- There are two disabled toilets, one outside the School Hall and one in the West Wing
- EYFS play area has a flat outdoor play area with raised sand, water and gardening equipment
- The Forest School areas are grassed
- The EYFS toilets have 'grab' bars installed
- The children's kitchen has a wind down sink

For the inclusion of children with additional needs, some children have individual provision under the direction of the SENDCO and class teachers. This may include 1:1 specialist adult support, additional resources or equipment or other specialist professional support.

Mainstream Teaching Assistants support a range of needs ranging for pupils with SEND to those with greater depth ability in different areas. The school is well-equipped with a range of learning aids and specific equipment. iPads and other devices are also used to support learning across school.

The following details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and to information.

| Objectives | Tasks | Resources | Lead | Monitor |
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| To maintain the accessibility of the outside areas | To cut back foliage in the outdoor areas to allow easy access | Funding as appropriate | Head Teacher | Head Teacher |
| To ensure that any new building adaptations meet or exceed the DDA access requirements | Adaptations to all learning spaces must be assessed to ensure that they meet requirements. | Time to assess adaption needs and arrange for them to be completed. | Head Teacher | SLT/ Govs |
| To ensure that all staff have a clear understanding of the SEND Code of Practice 2015 | Training provided by the SENDCo in staff meetings and through regular updates at staff briefings. | Staff meetings and staff briefings. | SEN Dco | Head teacher |
| To ensure all staff are trained to support the relevant needs within school including their emotional needs. | Support and training provided by the SENDCo via staff meetings, PD days and briefings. This may also be through the support of other external professionals via SENDCo request. Staff to share good practice and deliver mindfulness across the key stages including using programs such as the Calm Brain app. Continue to share quality first teaching practice with all staff including staff from extended schools. Inclusion of a Pastoral Support Practitioner on the staff who will undertake training relevant to the changing emotional needs of the school. | Staff meetings, staff briefings, PD days and other specialist training. | SEN Dco | Head Teacher |
| To ensure staff are trained to support children with medical conditions. | Update staff training annually in Asthma, Epilepsy, Diabetes and as required in other specific conditions. Update Medical Conditions policy annually. Ensure annual parents return is gathered. | CPD, staff meeting On admission if specific needs are identified. | Deputy Head | SENDCo |
| To ensure new 1 to 1 staff trained in relevant skills | Audit on CPD needs of individual staff members as required. | Funding for courses | SEN DCo | SLT |

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| To ensure toileting plans are in place for all children requiring intimate care and reviewed at least annually. | To continue to ensure all relevant pupils have care plan in place and relevant staff (and parents) are consulted and follow the plan appropriately. | Time to prepare, create and implement the care plan. | SEN DCo | Head teacher |
| To liaise with health providers to support meeting the need of SEND pupils. | SENDCo and school mentors continue to liaise with health providers including Speech and Language Therapy and LSAT to support meeting the needs of pupils. | Time to liaise/refer to external professionals. | SEN DCo | Head teacher |
| To ensure that relevant SEND paperwork is up to date and available | All class teachers to be responsible for keeping APDRs up to date and monitor and review these regularly alongside parents, relevant staff and pupils, where appropriate. | Time for class teachers | Staff | SENCo |
| To ensure that relevant medical paperwork is up to date and available | Medical notes to be kept in classrooms. For children with specific conditions, laminated sheets are kept in the School Office. Medical records are updated at the start of the School year and as required (when a parent notifies staff of any changes) | Time to create paperwork. | HG | Admin |
| To source interpreters for those children and families who require them. | Ensure that any new pupils and their families are assessed as to whether an interpreter (including sign language interpreters) is required. If so, speak to Telford and Wrekin LA. | Ongoing basis | SEN DCo | Head teacher |
| To ensure SEND information on our website for pupils and their families is available in hard copy to those who cannot access the internet | Ensure policies and/or reports relating to SEND are updated and reviewed regularly and uploaded onto the school's website. School to provide hard copies to parents unable to access these. Signposting to other relevant services to be provided as and when required or necessary. | Time for SENDCo and ICT/ Website coordinator to liaise and work together | SEN DCo | Head teacher |

Key

The physical environment of the school

The extent to which disabled pupils can participate in the curriculum

The delivery of information to disabled pupils