



Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of Balshaw Lane Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the learning environment of the school so that pupils with disabilities may fully benefit from learning opportunities, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to pupils with disabilities and their parents.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Success Criteria
Access to the curriculum	The extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Actions are then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.					
Adjustments made for individual children to ensure full access	Adult support to ensure that children with disability can access learning and range of opportunities, inc extra-curricular. Work is adapted to ensure right level of challenge.	Ongoing –reviewed on a regular basis as the needs of each child develop/change. Discussed each year as part of transition meeting between teachers. Also, any actions to follow up from any SEN reviews	Staffing budget. Experienced staff Ongoing LA Inclusion Team advice EP advice	Head, SLT, staff and SENCO	Head and SENCO. Head reporting to governors.	Children with a disability have full access to the curriculum with reasonable adjustments made. Evidence in planning, children's work, learning outcomes.
	Strategies suggested by external support	From Sept 2022	External advice, eg, Amira Helm Specialist teacher	SENCO and head	SENCO & SLT	Strategies impact positively upon children's progress
	Review the range of assessment resources we use for SEND	From Spring 2022	SEN budget	SENCO and head	SENCO & SLT	Assessment resources are able to clearly assess starting points and progress made
	Children with disabilities are able to participate in educational visits.	Through the year	Staffing; adapted resources and access. Parents invited for support where appropriate.	Class teachers, Ed. Visits lead (WW)	SLT	Ed visits are inclusive for all children.
	Easily accessible timetable	From Sept 2022	Visual timetable Now & Next boards	Class teachers with SENCO	SENCO & SLT	Children know what to expect next
	Staff training	From Sept 2022	Team Teach Jan 22 Strive Specialist Teacher 2025	All staff working with individual children with needs	SENCO & SLT	Staff have the knowledge and experience to support the children
	IT resources: iPad for use by children with disabilities to speed up recording processes. Also for creating visual stories to	Ongoing – SEND ipad in place, further amendments to be made when required by children's development.	School budget	Head, SLT, class teacher and SENCO	Head and SENCO. Head reporting to governors.	Children have resources to help them keep pace with peers. Computing skills developed at the same time.

	prepare them for the future. Software to meet needs of individual or groups of children.					
	Access to EY-type continuous provision	From Sept 2022	Areas of learning set up to be tailored for needs	Class teachers with SENCO	SENCO & SLT	Children can access appropriate learning resources
Access to wider curriculum Increase participation in school activities.	PE subject leader tracks participation of individual children. Children are encouraged to join in clubs. Consider hosting a sports team with disabilities.	Ongoing. Clubs reviewed each year to ensure that there is a suitable range. Children's views sought.	Sport Premium Chorley School Sports Partnership	Head, SLT, staff and SENDCO and PE leader	Head and PE leader. Head reporting to governors.	Children have full opportunities to participate in the life of the school.
Promotion of positive attitudes to disability	Give children with disabilities a high profile. Ensure that the children constantly mix with other children. Promote positive images in assemblies, lessons and around school. Involve parents/visitors who have disabilities.	Ongoing	School budget	Head, SLT, staff and SENCO	Head and SENCO. Head reporting to governors.	All children with disabilities feel confident and valued around school, with their peers and adults.
Access to the physical environment	The extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Actions are then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.					
	Hearing impairment support	From Sept 2022	Soundfield system available	SENCO with SLT	SENCO & SLT	Child able to access curriculum fully
	Create calm areas in classroom areas for pupils with ASD	In place from Sept 2022 and reviewed and adapted through the year.	Quiet corners, tents, blankets. Individual working spaces	Class teachers with SENCO	SENCO & SLT	Children are able to stay calm to access learning opportunities.

	Ensure appropriate sanitary changing area and privacy for children with disabilities.	Provision in infants and juniors.	Parents provide items of clothing and any necessary sanitary wear.	Head, SLT, class teacher and SENDCO	Head and SENCO. Head reporting to governors.	Children with disabilities are clean and comfortable around school.
Access to information	The extent to which pupils with disabilities can access information on an equal basis with their peers. Actions are identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.					
Information	Website updated	From Sept 2022	School budget PrimarySite	Head	Head and SEN governor	Parents able to easily access information
Communication Ensure all parents receive information.	Parents offered a member of staff to read the newsletter to them if required. Staff available to discuss homework set. Letters available on the website. Some children's cases we use a home school diary to communicate with parents. Support parents if needed with communication for parents evening.	Ongoing	School budget	Head, SLT, staff and SENCO	Head and SENCO. Head reporting to governors.	Parents can access information relating to their child.
Involvement of parents Ensure parents of children with disabilities feel fully involved in the life of the school.	Meetings held with parents to regularly review the child's needs and provision. Opportunity for parents to voice their views. Disabled parents offered parking space if required. Disabled parents offered front row seating for shows or assemblies.	Statement (EHC) reviews each year. Termly meetings where needed. Informal meetings on more regular basis. Parents arrange this with the head. Arranged prior to each show/assembly.	SEN budget	Head, SLT, staff and SENCO	Head and SENCO. Head reporting to governors.	All parents are listened to and their views are acted upon where reasonable adjustments can be made.

Medical needs Children with specific medical needs have reasonable adjustments.	Medical care plan in place where required. Strategies and procedures adapted for these children in consultation with school nurse and parents. Particular focus on children with Type 1 diabetes.	Ongoing for children in school. Consider before any new child starts school and review after two weeks in school. Focus on transition to new classes for children with diabetes.	Staff INSET time. Regular training from diabetes nurse.	Head, SLT, staff and SENCO and school nurse.	Head reporting to governors.	Adjustments made to ensure that children with medical needs are safe, cared for and accessing the full life of the school.
Meeting dietary needs	Ensure that children with dietary needs have provision in place for them.	Ongoing	Food which meets needs eg halal, non-egg. Photos of relevant children in the kitchen and/or the staffroom.	Teaching and kitchen staff	Teaching and kitchen staff to monitor any changes or reactions to Head.	Children with dietary needs are fed accordingly and are able to access food aspects of the curriculum.
School Policy Ensure that policies consider the implications of Disability Access	When reviewing policies, consider children with disabilities.	Consider before the child starts school and review after two weeks in school.	Staff INSET time	Head, SLT, staff and SENCO	Head and SENCO. Head reporting to governors.	School policies reflect the needs of the child with disability.
Staff inclusion Staff with disabilities have reasonable adjustments	Provision and facilities reviewed for any member of staff. Adjustments made accordingly.	Consider before the member of staff starts work and review after two weeks in school. Review annually as part of PM cycle.	School budget	Head, SLT, staff and SENCO	Head and SENCO. Head reporting to governors.	School policies reflect the needs of the adults with disabilities.

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