

Accessibility Plan 2021/22

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- ★ Compliance with the Equality Act is consistent with our setting's aims and Equal Opportunities Policy and SEN information report.
- ★ Our staff recognise their duty under the Equality Act:
 - ★ Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - ★ Not to treat disabled pupils less favourably
 - ★ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - ★ To publish an accessibility plan
- ★ In performing their duties governors have regard to the Equality Act 2010
- ★ Our setting
 - ★ recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - ★ recognises the effect their disability has on his/her ability to carry out activities,
 - ★ respects the parents' and child's right to confidentiality
- ★ The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- ★ through planning of visits to ensure appropriate access requirements
- ★ Use of technology to enable full curriculum access
- ★ Additional adults to support physical needs

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- ★ Working with outside agencies so school can provide physiotherapy thus enabling children to be in school
- ★ Staff have regular and updated training re additional needs and how the needs can be met
- ★ We use a graduated approach when meeting the needs of pupils/students with SEND

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- ★ buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities
- ★ If adaptations are not possible we use creative solutions to ensure inclusion e.g. moving classes to accessible classrooms
- ★ Paths and entrances are well maintained and accessible
- ★ Calm low sensory areas are available

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- ★ Use of technology for sight impairment
- ★ The SEN Information Report and Accessibility Plan online and in hard copy
- ★ We hold review meetings etc at times when parents are able to attend
- ★ Information available in a variety of languages and print can be adapted to suit individual needs.

Financial Planning and control

The headteacher, SLT and the Trust Finance Team will review the financial implications of the accessibility plan as part of the normal budget review process.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

Statement	Evidence	Action Required/ <i>When?</i>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	CPD file. External agency written reports and advice – for example, educational psychologist, specialist teachers etc,	SEN training as need arises. On-going CPD
Pupils with emotional, social and behavioural difficulties are supported in school.	A carefully monitored behaviour system is in place. However, for those children for whom additional support is needed, a bespoke behaviour plan will be written and shared with pupils and parents / carers.	Bespoke behaviour plans written when needed.
Classrooms are optimally organised for disabled pupils.	Specialist teachers and other outside agencies liaised with to ensure high quality provision.	Change, adapt and adopt as the needs of individuals change over time.
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson observation records. Lesson Plans	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All children on the SEN register have IEP's which contain individual targets. These targets are worked on a 1:1 basis through the week.	IEP monitoring sheets	Refine the Plan Do Review cycle working with SMART targets.
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	Appropriate registers to be kept to monitor participation of SEND pupil group.

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Staff recognise and plan for the additional time and effort needed by some disabled pupils, 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. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	
ICT equipment is suitable for current needs within school	All children access the ICT curriculum.	Equipment can be fitted with additional software/hardware to allow access for disabled pupils <i>as and when appropriate</i> .
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. All risk assessments include info re. Disabled pupils. H&S policy	
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, Weekly staff meetings (Regular TA, & SLT meetings) School Council	Continuing CPD

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Physical Access

Statement	Evidence	Action Required/When?
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all	The entrance area has double doors wide enough to accommodate a wheelchair. All KS1 and 2 classrooms are on one level. Where necessary	

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pupils. There are no barriers to access caused by doorways, stairs, and steps.	there are ramps leading into all external doors from outside with the exception of the year 2 doorway. Here there is an alternative entrance.	
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.	Installation of fully equipped disabled toilet.	Install emergency call chord - expected Autumn 2021.
Pathways around school are safe and well signed.	Good signage. Well laid paths	
Parking arrangements for all are logical and safe and have ramps to access the main school entrance and grounds.	Clearly marked disabled parking bay.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adults.	
Signs are uncomplicated, and unambiguous.	See signage around school.	
All areas are well lit.	Audited by H&S	

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Access to Information

Statement	Evidence	Action Required / When?
Staff are familiar with the technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and	External advice given by specialists. Lesson observations.	SEN updates provided regularly by SEND Lead

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visual prompts for those with learning difficulties.		
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using interactive whiteboards / overhead projectors / PowerPoint presentations etc	<p>IWB used in every class & OHPs used during collective worship.</p> <p>All staff read aloud & for parents who cannot read, information can be read to them.</p> <p>Separate report can be requested to be sent if a parent does not live at the same address</p> <p>Website updated regularly & regular newsletter sent to all parents.</p> <p>Use of Social Media and Google Classroom to reach as wide an audience as possible.</p> <p>Text messaging</p>	