



Accessibility Plan 2018-2021

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 2014:0 to 25 years and The Equality Act 2010. This will be reviewed annually and updated every three years by the Inclusion working party Committee of 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.'

(SEND code of Practice 2014)

'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 2014)

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; Meadowbank Primary School Accessibility plan'

- 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 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.

Lifelong Learners, Leaders of Change, Lasting Legacy



4. The Behaviour and Discipline Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat children with disabilities less favourably.

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 2014) '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 2014). The full range of needs and required support for all children identified as SEN Support or with a statement/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 building is almost fully accessible for wheelchair users
- The outside play areas are flat and almost completely accessible to wheelchair users
- There are two disabled toilets.
- The school has a Resourced/Unit base for the inclusion of children with moderate and complex learning difficulties, which are supported by experienced teachers and Key workers.
- Makaton signing to support learning is used by some staff in the resource base.
- Mainstream Teaching Assistants support a range of children- delivering learning and therapy programmes.
- The school is generally well-equipped with a range of learning aids and specific equipment.
- iPads have been introduced into the Resource base and are used to support learning across school.
- Recent training has taken place in SEND, diabetes and there are a high number of Paediatric trained First Aiders.

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



Curriculum		Purpose/Focus	Action	People & agencies involved	Outcome Criteria	Review
1	Short Term	Staff members to understand the nature of the special educational needs and disabilities (SEND) of children and be able to remove barriers to learning.	Look at specific areas of need and identify where training is needed. Ensure staff have access to information and strategies to support different needs.	SENDCo Teachers Headteacher	Staff can talk about the needs of the children in their class. Staff have the skills to accommodate for children's needs and ensure full access to the curriculum. High expectations and challenging targets set for children with SEND. Impact of practice is reviewed and changed if necessary.	Summer 2020
2		To utilise provision of therapists and advisors.	Obtain assessment and advice about personalised plans and strategies for individuals or groups of children.	External providers Teachers Teaching Assistants & key workers SENDCo	All teaching staff are informed about how to increase children's participation in the curriculum. Progress is apparent in Standards Review meetings.	Termly review
3		To ensure staff are trained to support children with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes • Epidermis Bullosa And others if and when required.	Safeguarding and Pastoral Manager SENDCo School nurse team	Staff are confident to manage and support children with medical conditions. Children are safe in school. Children are able to access all areas of the curriculum.	Summer 2020
4		Children with SEND have access to the specialist equipment they need.	The needs of the children in school to be assessed, an audit of the environment to be completed and alterations/equipment provided where necessary. E.g. sloping boards, coloured overlays/paper, foot stools.	SENDCo Teachers Headteacher External Providers	Children have access to the equipment they need. Equipment purchased where necessary. Reasonable adjustments made to support the varying needs of children.	Ongoing
5	Medium Term	Children with SEND are able to participate in extra-curricular activities and activities in school.	Children's individual needs are highlighted to providers.	Teachers Safeguarding and Pastoral Manager SENDCo External providers	Children with SEND are successfully integrated into extra-curricular activities. All children showing interest are supported. Children have access to specialist clubs and activities outside of school through the necessary referral process.	Ongoing



Curriculum		Purpose/Focus	Action	People & agencies involved	Outcome Criteria	Review
5	Long Term	Children, staff and parent/carers in school are emotionally healthy.	Identify children, staff and parents with emotional wellbeing needs and support them using the graduated i-Thrive model.	Teachers Safeguarding and Pastoral Manager SENDCo External providers Headteacher	All groups are emotionally intelligent and emotionally resilient, equipped with the skills they need to grow and thrive. All groups know when and where to go for support when faced with challenges and will be able to access that support when it is needed. Information, advice and support will be readily available to all groups. All groups will improve and protect their own emotional wellbeing and will be equipped to identify and respond to low levels of emotional wellbeing in young people, parents and carers and fellow staff members.	Ongoing
6		Children with SEND are enabled to take increasing ownership of their learning and behaviour strategies.	Children to be included in the planning and reviewing of their personalised plans.	Teachers Safeguarding and Pastoral Manager SENDCo External providers Headteacher	Children with SEND take ownership of behaviour and learning. Staff develop strategies to support children's learning.	Ongoing



Physical Environment		Purpose/Focus	Action	People & agencies involved	Outcome Criteria	Review
1	Short Term	Monitor changing needs of current disabled children and of new intakes.	Audit of physical environment	SENDCo	School review accessibility gaps to its physical environment.	Ongoing
2	Medium Term	To ensure the toileting needs of children, staff and parents are catered for.	Access to a toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults.	Safeguarding and Pastoral Manager SENDCo Headteacher Business Manager	Access to toilets is matched to needs. Children requiring intimate care are catered for following the school's policy.	Ongoing
3		Staff, parents/carers and children to have sufficient access to disabled parking.	An allocated parking space for the parents of disabled pupils.	SENDCo Headteacher Business Manager	Disabled parking is provided. The space is not used inappropriately, or blocked by other vehicles. Access into school from the parking space is level with no obstacles.	Ongoing
4	Long Term	Children with physical disabilities have equal access to school buildings.	Construction work undertaken where necessary.	SENDCo Business Manager Headteacher	School buildings are fully accessible.	Summer 2020



Information		Purpose/Focus	Action	People & agencies involved	Outcome Criteria	Review
1	Short Term	Parents/carers with English as an Additional Language to understand information.	Important information to be shared through the use of interpreters and signers.	SENDCo Class Teacher Safeguarding and Pastoral Manager	School is aware of accessibility gaps to its information delivery procedures.	Ongoing
2		To ensure parents/carers are fully informed of the provision and access arrangements in place to support their child.	To have clear SEN support plans for each child on the SEN register and for these to be regularly shared and reviewed with parents/carers.	SENDCo Class Teacher	Parents/carers are fully informed and aware.	Termly
3	Medium Term	To have accessible written information.	School to ensure that written information is easily accessed based on best practice guidelines.	SENDCo Safeguarding and Pastoral Manager Literacy Coordinator	Investigation of symbol software to support learners with reading difficulties. Considerations of font size and page layouts to support pupils with visual impairments. Audit of the school library to ensure the availability of large font and easy read texts. Auditing signage around the school to ensure that is accessible to all.	Ongoing
4	Long Term	Children with sensory difficulties to be able to cope with the communication in the learning environment.	Adapt the environment and provide equipment to prevent sensory overload.	SENDCo Class Teachers	Children's learning is not disrupted by sensory issues. Children can independently access equipment.	Termly



The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Policy History			
	Document version	Document Revision History	Document Author / Reviewer
2014	1.0	Original Document	J Appleton
December 2016	1.1	Review – reformatted	S Pountain
May 2017	1.2	Review	S Pountain
July 2018	1.3	Review/update	S Pountain
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