



We Care. We Aspire. We Belong

Milverton Community Primary and Pre- School

Accessibility Plan 2018 – 2022

Reviewed November 2021

Signed: Mr James Pyne (SEND Governor)

This plan identifies the on-going actions of the governing body of Milverton Community Primary and Pre-School to increase access to education for pupils with Special Education Needs and Disabilities (SEND) in the following three areas;

- Increasing the extent to which pupils with a disability can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.
- Improving the delivery to pupils with a disability of information which is accessible for pupils who are not disabled.

The attached plan is fully supported and resourced by the governing body and will be implemented from November 2018 onwards. It will be reviewed and revised by the governing body regularly. **The latest review has taken place by the Senior Leadership Team in November 2021 and linked to the school SSID meeting. Due to the pandemic some of these actions have had to be delayed but have been reassigned for during 2022.**

Vision

Together, we are building a community of successful lifelong learners: we challenge ourselves to achieve whilst sustaining spiritual, moral, emotional and economic well-being. The world is our classroom!

All children are special. All children are unique. At Milverton Community Primary and Pre-School we aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress with the right level of support, care and encouragement to achieve their best and become confident individuals living fulfilling lives.

At Milverton Community Primary and Pre- School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

School Audit of current provision

The audit conducted by the Senior Leadership Team in September 2020 indicates that the following practices are in place:

- For children joining the EYFS with Special Educational Needs and Disabilities (SEND) we hold a meeting to design a School Entry Plan (SEP) or Pre-School Entry Plan (PSEP) with parents and all professionals who have supported the child prior to starting with us. This enables us to ensure that all support that is required is in place when the child starts. This may include adjustments to the environment and, if needed, the arrangement of additional transition visits.
- Our SEND policy and SEND information report are reviewed yearly and recognise how we identify and support pupils with SEND.
- The school and pre-school buildings are fully wheelchair accessible.
- We have a disabled toilet with a hoist and changing table.
- We have a hearing loop installed in the school hall.
- The grounds are mostly accessible with sloped areas leading onto the school playing field.
- We have designated disabled parking.
- We have a designated area to support children in developing their social, emotional and sensory needs.
- We liaise with the Physical Impairment and Medical Support Team Advisors regarding individual pupils to ensure we are supporting their auditory, visual and physical needs.

- Teachers and Pre-school practitioners plan lessons / activities according to the specific needs of all groups of children in their class.
- Work is differentiated to suit the ability and developmental progress of each child.
- All school classes have a teaching assistant supporting them in the mornings to deliver the curriculum and any additional provision identified.
- We have highly skilled and trained SEND teaching assistants who work on specific targeted programs with individual children. We understand the importance of communication. Therefore regular feedback is given to teachers regarding the individual's progress, strengths and recommended next steps
- Specific resources and strategies are used to support children individually and in groups.
- Planning and teaching is adapted, if needed, on a daily basis to meet children's learning needs.
- Teachers and pre-school practitioners meet together to discuss the class and individual children before the start of each academic year.
- Teachers and pre-school practitioners meet with the SENCO before the start of the academic year to discuss the profile of any of the children in their new class who have SEND.
- All class teachers and pre-school staff have access to the class electronic file containing up to date information regarding relevant children and their SEND.
- Consideration is made to ensure that all SEND pupils receive the required support they need for examinations by making the appropriate arrangements in advance.
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs.

Priorities for development

As a school, we have identified the following area for development to ensure access to education for current pupils with SEND.

- The need for a sensory audit to explore the learning environment and identify any potential triggers for sensory overload e.g. echoing classrooms, flickering lights etc. **We are awaiting support from the PIMs advisory teacher regarding this which has been delayed due to COVID-19.**
- The need to focus on developing children's communication and language skills from an early age through early intervention. **We have addressed this through all early years' staff attending additional training run by the local early year's community on supporting children's communication and language skills. We have also trained the reception class teachers and support staff to deliver the Talk Boost intervention for whole class and small group provision. We have a trained member of staff to deliver the Time to Talk intervention and individual pupils speech and language needs according to their personalised care plans. In September 2020 we registered to be part of the Early Years Language Catch Up programme by the NELI which has been developed as a result of the impact of COVID-19. We now have the NELI intervention embedded within the school for class R and KS1 children.**

- The need to ensure smooth transition for children with SEND when transitioning from another setting and within our school. **This has been a focus for us over the last few years and we have refined our practise and worked alongside our school parent forum. Please see our SEND information report regarding this. We aim to continue to develop this to aid transitions further due to the social and emotional needs that some children have displayed due to the covid pandemic.**