



CHURCH BROUGHTON C of E (C) PRIMARY SCHOOL

Care, Believe, Succeed

Accessibility Plan

2018-2021

This policy has been reviewed on
3.12.18
and has been impact assessed in the
light of all other school policies and the
Equality Act 2010

Governor Signature:

Date of Next Review: December 2021

Introduction

Church Broughton C of E (C) Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 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.'

(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 and epilepsy. 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 SEND 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;

- 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

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 pupils 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 pupils 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.

Current Position

Curriculum	Physical Access	Information Access
<p>Obtaining data from children's previous schools to facilitate advanced planning.</p> <p>Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).</p> <p>Using specialist teachers to support learning and to give pastoral and inclusion support.</p> <p>Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.</p> <p>Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.</p> <p>Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.</p> <p>Setting clear learning objectives that are appropriately differentiated for individual pupils.</p> <p>Ensuring that parents/pupils are included in the target setting process.</p> <p>Using 'P' scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.</p> <p>Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.</p>	<p>The school building is largely accessible for pupils with physical difficulties.</p> <p>The outside play areas are flat and almost completely accessible to wheelchair users.</p> <p>There are no specific disabled parking spaces within the car park.</p> <p>There is a disabled toilet with wheelchair access.</p> <p>Community Room space to enable confidential meetings to take place with SENCO, staff, support agency staff and parents.</p> <p>Space for small group work and individualised work for targeted learners.</p> <p>Children's work is shown to be valued by use in displays around the school.</p> <p>The outdoor learning environment is being developed to enhance pupil's health and well-being.</p>	<p>Visual timetables and information supported by signs/symbols for targeted pupils.</p> <p>Home-school books for targeted children to ensure effective communication.</p> <p>Text messaging to parents.</p> <p>Emails to parents.</p> <p>ParentPay for school lunches/trip s etc.</p> <p>Newsletters provided as paper copies on request.</p>

Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.

Developing areas around school to further enhance and develop learning – Wildlife garden, play equipment, outdoor classroom.

Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).

Using ability groups to target additional needs, with skilled TAs to support learning.

Making every effort to enhance inclusion at all times.

Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.

Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities.

Targeted interventions to support emotional well-being – Positive Play, Social Groups.

Recent training has taken place in first aid, with almost all staff holding this qualification.

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

Objectives	Tasks	Resources	Timings	Lead	Monitor
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENCO in INSET and through regular staff meetings. SENCO to attend termly LA SEN network meetings	INSET & Staff meeting time	Ongoing	KM	Head teacher report to Governors
To ensure all staff are trained to support pupils with specific needs eg. ASD, ADHD, Dyslexia and Dyspraxia.	Training for staff.	Staff meeting time	Ongoing and as apt.	KM	Head teacher report to Governors
To ensure staff are trained to support pupils with medical conditions.	Update staff training as required in specific conditions. Update Medical Conditions list annually	Staff meetings and INSET for all staff	Sept 2018	KM	Head teacher report to Governors
To continue to provision map to meet individual needs within each cohort.	Class teachers to provision map and adjust TA support to meet individual/group needs	PPA time	Termly	AD/KM	PPRMs, Provision Maps
To improve accessibility for pupils with dyslexia	Purchase exercise books with coloured paper	£50	From Sept 2018	HS	Budget monitoring
To ensure that any building improvements support pupils with VI/ Autism/ physical needs	When decorating colours are chosen for clear contrasts.	Consideration at time of tendering.	As apt.	KM/HS	Resources committee
To support reading & writing for pupils with	Purchase additional	£100 per year	From Sept 18	AD/KM	Budget monitoring

Objectives	Tasks	Resources	Timings	Lead	Monitor
specific learning difficulties	resources as needed				
To support children with medical conditions	Work with Ed. Psych. to identify emotional needs	Ed. Psych package	From Sept 18	KM	Review meetings with parents
To adapt the carpark to provide a space for disabled users	Look into funding and timescales for this project		Summer 2019	HS	Budget monitoring

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Headteacher. The performance of groups, including those with SEN and/or a disability, also takes place on a termly basis with each class teacher.