



ACOMB PRIMARY SCHOOL

Acomb Primary School **Accessibility Plan**

This policy explains how we support children with Special Educational Needs (SEND) and their families

Approval Date:	February 2020
Review Date:	January 2022
Member of staff responsible:	Liz Johnson



Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfE in July 2002. It is to be read and operated in conjunction with the school's Disability Equality Scheme and Accessibility Policy.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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

Acomb Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / Braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users (see Disability Duty).

Audit of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, modified as needed.
- The school monitors all visits and clubs to maximise availability and participation to all pupils.
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being addressed by specifically identified staff under instruction from parents and medical experts.
- The school utilises ELSAs to support the emotional needs of pupils.

2. Physical Environment

- The school is on one level and is fully wheelchair accessible.
- There is an accessible toilet and hygiene facilities for pupils with continence difficulties. There is no winching facility nor is there a suitable table / benching system.
- Accessible parking spaces are available directly in front of the school building.

3. Written Information

- Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language and Visual Impairment etc.
- The school keeps up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published on the school's website.

The plan is available in the following formats, as requested from the school office:

- e-mail
- enlarged print version

	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE
Access to the physical environment	<p>Ensure access to computer technology appropriate for pupils with disabilities.</p> <p>Reflect identified areas of need in lesson planning and delivery.</p> <p>Prioritise student participation in school activities.</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p>	<p>All staff, led and monitored by the SENCO</p> <p>Incorporate Quality First Teaching into all planning.</p> <p>Staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.</p> <p>Purchase of resources to increase student participation.</p> <p>Accessibility & clarity of signs around school.</p> <p>Awareness of independent access.</p> <p>Clear identification of room functions.</p>	<p>Children will have access to required support.</p> <p>Children with specific needs will be able to access their classrooms and school activities.</p>	<p>As required - unless needs of pupils in school require immediate action.</p>
Access to the curriculum	<p>To monitor and develop the quality of inclusive practices throughout the school.</p>	<p>SENCO & SLT.</p> <p>Monitor through pupil tracking of vulnerable groups.</p>	<p>Pupils with SEND will have access to the school curriculum, with elements and resources tailored to their individual needs (e.g. enlarged print for visually impaired children)</p>	<p>On-going</p>

	Ensure teaching and support staff have specific training on disability issues.	SENCO & SLT.	Work and strategies tailored for individual pupils allowing them the best outcomes and access opportunities.	On-going
	Review PE curriculum to ensure PE is accessible to all.	SENCO and PE lead Monitor PE curriculum and ensure accessible sports are within curriculum.	Greater access to the PE curriculum and inclusive sports/activities.	On-going
	Ensure after school clubs are accessible for all.	SENCO and SBM	Activities to be conducted in an inclusive environment with risk assessments carried out where appropriate. Greater access to school enhancement club/s for all pupils.	On-going
Access to information	To ensure communication between home and school meets the needs of all learners and their families	SENCO and SLT	Dedicated staff to prepare and alter resources as needed. Letters to parents sent via email using appropriate software to ensure compatibility with text to speech software or enlarged print copies made.	On-going
	To increase support for parents/carers of SEND pupils	SENCO	Share external support opportunities with parents/carers.	On-going