



### **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. (Please see separate policies)
- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

### **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the MAT, school governors and head teacher.

#### AUDIT OF CURRENT PROVISION & ACTION REQUIRED

##### Curriculum Access

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who is responsible?</b>	<b>Time frame</b>
Teachers and TAs have the necessary	INSET records for individual and whole	SLT/SENDCo	Ongoing training

<p>training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.</p>	<p>school training.</p> <p>Additional records for individual training.</p> <p>External Agency written reports and advice.</p> <p>Regular SEN Staff Meetings updating advice and planning requirements</p> <p>Specific training when needed</p>		
<p>TAs to work closely with and support pupils with physical disabilities.</p>	<p>TAs appointed in school or redeployment of TAs.</p> <p>Specialist training as required</p> <p>Advice is sought and provided by outside agencies if required</p>	<p>SLT/SENDCo</p>	<p>As required</p>
<p>Pupils with emotional, social and behavioural difficulties are supported in school.</p>	<p>Learning Mentor provides 1:1 and group support.</p> <p>Behaviour support advisor.</p> <p>Coaching and well-being sessions.</p> <p>Counselling service.</p> <p>Individual sessions with counsellor or</p>	<p>SLT/SENDCo</p>	<p>As required</p>

	<p>coach <i>when needed</i>.</p> <p>Referral made to behaviour support <i>when needed</i>.</p> <p>Referral made to Early Help Hub <i>when needed</i>.</p>		
Classrooms are optimally organised for disabled pupils	<p>Staff consider the best arrangement of furniture to improve accessibility &amp; to accommodate necessary equipment.</p> <p>Consider Year Group classroom changes to best meet the needs of disabled pupils.</p>	SLT/SENDCo/Class Teachers	As need arises
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.	<p>Lesson/Intervention observation records</p> <p>Lesson Plans</p> <p>Provision maps</p> <p>Assess, Plan, Do, Review cycles</p> <p>Continue to implement personalised learning when appropriate.</p>	SLT/SENDCo/Class Teachers	Continuous
All pupils are encouraged to take part	Full inclusion, extra-curricular clubs,	Class teachers	Continuous

<p>in music, drama and physical activities.</p>	<p>church visits, concerts, performances etc.</p> <p>Continue to implement personalised learning when appropriate.</p> <p>Risk assessments to be undertaken if appropriate.</p>		
<p>Staff recognise and plan for the additional time and effort needed by some disabled pupils including slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities etc</p>	<p>All staff aware of needs &amp; detailed in planning/provision maps.</p> <p>Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.</p> <p>Continue to implement personalised learning when appropriate.</p>	<p>Class teachers</p>	<p>Continuous</p>
<p>Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport</p>	<p>Specialist equipment and 1 to 1 staffing if required</p> <p>Continue to implement personalised learning when appropriate.</p> <p>Seek advice from PE leader.</p>	<p>Class teachers/SENDCo</p>	<p>Continuous</p>
<p>ICT equipment is provided for &amp; has been fitted with additional software/hardware to allow access for disabled pupils.</p>	<p>Enlarged keyboard &amp; switches, large screen and correct audio equipment and environment for hearing loss.</p> <p>Links with Specialist Advisory Support</p>	<p>SLT/SENDCo</p>	<p>As and when appropriate</p>

	Service to provide updated software <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  Provision must be made for wheelchair users –this may be a member of staff driving the pupils/staff members Motability vehicle	Class teachers	Continuous
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.  Continue to implement personalised learning when appropriate.	All Staff	Continuous
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, Pupil progress meetings, data drops, book scrutiny, pupil conferencing, SEN Reviews, Weekly staff meetings (Regular TA & SLT meetings)  Continue to implement personalised learning when appropriate.	All Staff	Continuous

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Physical Access

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Time frame
The entrance to the school is fully accessible	<p>The door is wide enough to accommodate a wheelchair and on one level.</p> <p>Access intercom may need to be lowered for wheelchair users <i>As and when required</i></p>	SLT/Trust Estates team	As required
The layout of areas such as hall, library, dining hall, reception, playground & field allows access for all pupils.	<p>Doors are wide enough to accommodate a wheelchair.</p> <p><i>Ramps into Elliott classrooms as required (has been discussed with DDA team at County)</i></p> <p>Layout of furniture would need to be altered <i>as required</i></p> <p>Grass has been removed from the playground and replaced with an all-weather surface.</p>	SLT/Trust Estates team/Class teachers	Layout of classroom to change as and when required.

Access to classrooms	<p>There are no ramps into the Elliott classrooms. Only some doors are wide enough to accommodate a wheelchair.</p> <p>Wider doors/ramps into Elliott <i>as required</i></p> <p>Some DDA work has already taken place, including markings, handles and changes to steps.</p>	SLT/Trust Estates team	As required
Pathways around school are safe and well signed.	<p>Areas are clear and free from obstructions.</p> <p>Outdoor lighting is in place.</p> <p>Good signage.</p>	SLT/Trust Estates team	Not applicable
Parking arrangements for all are logical and safe.	<p>The school does not have a car park.</p> <p>Arrangements for dropping off to be made <i>as required</i>.</p>	SLT	As required
Emergency and evacuation systems INFORM ALL pupils.	<p>Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.</p> <p>PEEPs written <i>as and when required</i></p>	All staff	As required
Disabled Toilet facilities have enough room to accommodate a toileting chair.	Installation of fully equipped disabled toilet in the main school building.	SLT/Trust Estates team	Not applicable



Signs are uncomplicated, and unambiguous.	See signage around school.	SLT/Trust Estates team	Not applicable
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from appropriate SEN Service and advisors.	SLT/Trust Estates team	As required
All areas are well lit	Audited by H&S  Outdoor lighting.	SLT/Trust Estates team	Not applicable
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately.  All classes are fully carpeted in the main work/teaching area.  Hearing loop to be installed <i>as and when necessary</i> .	SLT/Trust Estates team	As and when needed
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of tables with adjustable height for wheelchairs, tray tables fitted to wheelchair, standing frames, writing slope, wedge support	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate or use of pupils' own equipment.	SLT/Trust Estates team/SENDCo	As and when required

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Access to Information

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Time frame
Staff are familiar with 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 visual prompts for those with learning difficulties.	External advice given by specialists.  Lesson observations.  Staff Meetings to discuss <i>when needs arise</i>	SLT/SENDCo	As and when required
The school will liaise with School 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	To make sure we identify any pupils, parents and carers who may have difficulty with the standard printed format.	SLT/SENDCo	As appropriate and when requested

<p>have difficulty with the standard printed format.</p>			
<p>The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, e.g, by reading aloud, PowerPoint presentations etc</p>	<p>Interactive white boards used in all classrooms.</p> <p>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 same address.</p> <p>Website updated regularly &amp; weekly newsletter sent to all parents by hand or e-mail, depending on arrangements made with individual parents and carers.</p> <p>Communication survey taken annually by stakeholders and actions put into place.</p>	<p>SLT/SENDCo</p>	<p>Continuous</p>