

ACCESSIBILITY POLICY



Written By	Inclusion Leader
Frequency of Review	Every 3 years
Date reviewed and approved by Governing Body	Autumn 2019
Date of next review	Autumn 2022
Display on Website	Yes

Signed Janet Hutton (Chair of Governors)

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Ellingham Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Ellingham Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.

- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Inclusion Policy
- Behaviour Management Policy
- School Development plan
- The Schools Complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Ellingham Primary School will address the priorities identified in the plan. The plan is valid for three years 2019-22. It is reviewed annually.

Section 2: Aims and objectives

The table below sets out how the school will achieve these aims.

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success criteria</i>
To improve provision for pupils with SEND.	Audit of experience, training and confidence and CPD needed.	SENCo	Spring 2019	Audit Training and support
To improve the provision of ICT equipment for pupils with SEND	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons. KH to be given training and opportunities to use ICT within the curriculum and inreach to other staff	SENCo	Sept 2020	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
To improve the progress and participation for pupils with sensory and or physical difficulties	Develop fine motor and gross motor groups across school if as necessary To review pupils books and the impact of the marking policy. SENCo with class teacher to review SEND support plans	SENCo SENCo	Annually in Sept Ongoing	Pupil profile Widget being used in books and classroom displays

	<p>termly.</p> <p>Sports coach to establish and develop gross motor group.</p> <p>Fine motor groups in KS1.</p> <p>Site manager to access school grounds.</p>	<p>Sport Coach</p> <p>Site manager</p>	<p>Annually reviewed termly.</p> <p>Sept 2020</p>	<p>Provision map and observations</p> <p>Markings on step</p>
<p>To ensure smooth transition of all pupils with SEND</p>	<p>Meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>Transition of information from SEND support plans to secondary and visits. Meetings with secondary staff.</p> <p>EYFS home visits.</p> <p>Stay and play sessions</p> <p>Regular safeguarding meetings to discuss children at risk.</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</p> <p>Secondary SEN days</p>	<p>Class teacher</p> <p>SENCo</p> <p>SENCo</p> <p>EYFS TAs/ Teachers</p> <p>DSLs</p>	<p>Annually</p> <p>Summer term annually</p> <p>Annually</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Pupil profiles</p> <p>Meetings timetabled</p> <p>Minutes of safeguarding meetings</p>
<p>To improve the progress and participation / for pupils with cognition and learning difficulties.</p>	<p>Staff training on differentiation.</p> <p>Inreach support from Inclusion team</p> <p>Deliver INSET training to support SEND knowledge and strategies to differentiate.</p> <p>Ongoing training for all staff.</p> <p>Staff can do a request for support form outlining the provision they have provided so far, what has worked, what hasn't worked.</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>All staff attending INSET. Evidence in lessons.</p> <p>TTD</p> <p>Request form submissions and support offered</p>
<p>To improve pupil voice for children with SEND at school</p>	<p>SEND pupils to be on school council</p> <p>SEND voice through PSHE</p> <p>School council</p> <p>All children given the opportunity of a voice in PSHE</p>	<p>School council lead</p> <p>Teacher</p>	<p>Ongoing</p>	<p>SEND pupils on school council</p> <p>Evidence in P4C books</p>

To improve the progress for children with communication and language difficulties	Speech therapist to develop staff skills SALT to work with individual pupils where necessary. SALT support across school to upskill staff through, deliver training.	SALT, SENCo, CAT team	April 2019	Development of SALt across school through training. Provision map
To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	Review learning mentors support for children with MH difficulties and adapt as required. Signpost parents to support Develop an emotional regulations area Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo Social group in KS1	Learning mentor, DSLs and SENCO SENCo	Ongoing	Provision map and records of 3 houses HELP brochure Provision map
To improve the learning experience for pupils with a hearing impairment.	Pupil voice exercise Purchase soundfield system for use in class and assemblies	SENDCo	December 2019	Evidence of equipment being used and access to the curriculum increased.