

**Accessibility Plan 2023-2026**

**Introduction**

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.

This plan will be reviewed formally every three years by the Governing Body but will be monitored and updated regularly by the Head teacher and the SENDCo.

 **Definitions of SEND**

 ‘A child or young person has SEND 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, epilepsy and cancer. 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 SEN 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 measureable. (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 should be read in conjunction with:**

1. The LA Admissions Policy.

2. The School Website

3. The Equality and Diversity Policy.

4. The Behaviour Policy.

5. The Special Educational Needs policy.

6. The SEN Information Report

 **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.

**The Accessibility Action Plan 2023-26**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

 **Current Position**

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| * The school building and outside play areas are accessible for those with physical difficulties.
* There are two toilets for disabled users.
* The school is well equipped with a range of learning aids.
* Teaching assistants support pupils using a range of intervention and therapy programmes.
* The Learning Mentor supports a range of vulnerable pupils and their families.
* We are supported by a Speech and Language Therapist, Cognition and Learning teacher and Inclusion Team, who work in close partnership with school staff.
* The Ethnic Diversity Service support our school in sourcing translators for children who speak English as an additional language and provide support for staff to adapt teaching and learning.
* Regular training is provided for SEND, diabetes, anaphylaxis, managing medical needs and there are a high number of trained first aiders
* This plan has been reviewed by Governors and is used to inform any subsequent alterations and adaptations.
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| Development | Time | Outcomes/cost implications | Key Personnel |
| Promote equality and tackle any form of discrimination.**Audit of information** Questionnaire issued to all parents/carers when they start school in Year 3 regarding disabled pupils.Questionnaire for new staff to establish disabilities. Monitoring of SEN – pupil interviews/planning and work scrutiny/observation of TAs/tracking etcMonitor and track groups of children to ensure equality of access/progress across the curriculum.**Physical Access**Consider any physical access issues, particularly for new pupils, Consider access to more classrooms in main building and toilets if becomes necessaryMonitor access issues for disabled children, use/suitability of hygiene room, suitability of feeding arrangementsEnsure specialist equipment or playground equipment is purchased for individual needsConsider having a disabled parking bay put in the front of the school as and when it becomes necessary**Curriculum**Throughout the teaching of our curriculum we ensure that equal opportunities and diversity are promoted.Obtaining and transfer of data on new pupils who have disabilities to aid forward planningShare information with KS3 for children transferring onAnalyse achievement and attainment to ensure progress for all.Review attendance and exclusion data to ensure no over-representation of each groupContinue to promote equal opportunities and positive attitudes to all pupils/staff.**Information access**Update school website and ensure access to policies etc for all.Provide any access requirements identified by parents on questionnaires; they may need e.g enlarged print for newsletters, translators, communication via telephone.Ensure relevant policies/ information given reflects equality and diversity policyEnsure information given out is non-stereotyping about different groups of people. Any new ICT equipment is purchased with a view to accessibility options.Children with Visual Impairment are able to access classroom resources.   Publish information on website about how pupil premium has been spent and feedback annually to Governors.Public Sector Duty Policy to be reviewed annually.**Staff Training**To ensure that all staff are trained to support pupils with ASC and communication difficulties.All staff to be trained in de-escalation strategies and appropriate restraint.**Monitoring**Pupil’s progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked after status.Through quality assurance procedures such as lesson observations, monitoring of planning, talking to the children, ensure the school meets its duty to positively promote diversity. | On-goingStart of each Year 3 and as new children arriveGiven to new staffTermlyOn-going and termlyOn-going On-goingOn-goingOn-goingJuly each yearOn-goingAnnually On-goingOn-goingOn-goingOn-goingOn-goingOn-goingOn-goingOn-goingOn-goingAnnuallyOn-goingOn-goingOn-goingOn-going | All pupils are treated equally and any kind of discrimination is tackled instantly.Equal opportunities are discussed at all staff levels and procedures in place to report any incidents of discrimination.New initiatives always take account of equality and diversityKey information communicated appropriately and appropriate support put in place for children, staff and the wider school communityIdentify disabilities and views on current provision for children with SEN/disabilities)As result of audit ensure appropriate provision in place.Necessary amendments to the Equality Action Plan as a result of information gathered from the auditAudit views on provisionAddress any issues raised.Termly progress meetings and groups identified on planning. Feed back to Governors.Make any adaptations necessary to allow access for all.Monitor regularly and address issues as arise.Specialist equipment is provided as necessary.Disabled parking bay in place if neededEnsure the curriculum promotes equality and diversity.Positive, inclusive ethos within school. Greater understanding of the difficulties some disabled people encounter.Other appropriate adaptations considered and effected for all identified pupilsClarity of information during transition-to include both children who are on the SEN register as well as children who have a disability and part of another group. All documentation is handed over and signed for.Use all available information to set suitable learning challenges for all.Respond to pupils’ diverse needs and overcome any potential barriers to learning.Address any issuesThrough INSET, monitoring of planning, tracking, feedback of other monitoring etcAccurate information in place and accessibleEnsure all have access to information as necessary.Access arrangements in place for example later pick-up times for visually impaired parent.Headteacher to stress school ethos, sensitivity and attitudes towards disabilities and all groups and access arrangements during induction meetings and within school prospectus.Monitor policies/ information given and ensure they reflect equality and diversity policies. Protected Characteristics are threaded throughout PSHE lessons.When purchasing new equipment consider accessibility options such as recently invested in Reader Pen and attended training on Assistive Technology. Staff aware of accessibility options via SEND handouts.Continue to liaise with the Sensory Support Service to identify the equipment/ modifications that are required. Children with VI will be able to access the curriculum fully.  Pupil Premium has had an impact on attainment of pupils eligible to receive it and details of how it has been spent have been published on website.Duty reviewed by staff and GovernorsStockport’s AET training completed by SENCO and delivered to staff. Regular training delivered by Inclusion Team.Inclusion Team delivered staff training and all members of staff attended Team Teach course.Track groups of pupils through the school and ensure all groups are progressing well.Diversity is positively promoted and checked through lesson observations, discussions with children, monitoring planning, outcomes etc. | All staffSLTNew staff/SLTSENDCO/SLTSLTSLTTA/SLTSLT/SENDCOSLT/BMLT/all staffSENCO/ HT’s of Infant and Junior schools, links with High Schools.SLT/All teachersSLT/all staffSLTAll staffSLTSLT/all staffSLT/co-ordinatorsSLT/teachersSLTSLT/staff/GovernorsPP ChampionSLT/GovernorsSLT/staffSLT/StaffSLT/staffSLT/staff |