

Stretton St Matthew's Church of England Primary School



Accessibility Plan

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Accessibility Plan

Introduction:

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. The SENCO and Headteacher will review this every three years in conjunction with the Local Governing Body.

Definitions of Special Educational Needs and Disability (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:

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Special Educational Needs also encompasses those children placed on the Able and Talented Register.

(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.’

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. SEND policy
2. SEND information report
3. Teaching and learning policy
4. Safeguarding policy

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
2. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. St Matthew's CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
4. An Accessibility Plan will be drawn up to cover a three-year period.
5. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Ensure the curriculum is accessible for all pupils, including those with special educational needs or disabilities, through designing a curriculum that is inclusive of all needs and promotes all learners to make progress and achieve their potential. 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable

time frame.

6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

7. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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, Trusts 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 children identified as SEN Support or with an Education Health Care Plan (EHCP) will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

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

- The school building is fully accessible for children with physical difficulties
- The outside play areas are flat and almost completely accessible to wheelchair users
- We have a toilet for people with limited mobility.
- Teaching Assistants support a range of children - delivering learning and therapy programmes.
- Further guidance is sought from specialist agencies to assist school in planning and monitoring individualised provision and providing staff training
- The school is generally well-equipped with a range of learning aids and specific equipment
- Our Mental Health and Wellbeing Lead supports a range of vulnerable pupils and their families.
- Recent training has taken place in SEND and there are a high number of trained first aiders including a number who have received additional training in Paediatric first aid.
- Additional training is arranged to support children who have other medical needs when necessary (e.g. nut allergies/epi pen use)
- Training is arranged to support children with emotional needs to raise staff awareness and develop strategies through which to provide support
- Additional guidance sought from agencies to support the needs of specific children.

Improving the Curriculum Access at St Matthew's CE Primary School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Who</u>	<u>When</u>	<u>Success Criteria</u>
An inclusive foundation subject curriculum where all learners are able to make good progress and achieve the expected standard.	Introduction of new curriculum (September 2021) that follows a fivepart lesson sequence and appeals to all learning styles and needs. The spiral curriculum is planned to build on prior learning and this learning is recapped through retrieval activities to start each lesson. A 'consolidate and collaborate' element of each lesson allows children to work collaboratively to share learning.	Teachers have played a role in curriculum design and are experienced with the implementation of the new five-part lesson style.	All staff	On-going	All lessons are planned with the five-part structure in mind
All out-of-school activities are planned to ensure, where reasonable, all pupils are able to participate.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Office staff, HT, AHTs, club leaders	On-going	All out of school activities are accessible to all pupils
Classroom displays follow a theme throughout the school to promote a consistent approach. Classroom displays are neutral in colour to promote concentration.	Classroom display policy (September 2022) implemented to ensure all classroom displays are hessian-backed with a neutral colour theme, and white writing on black paper to ensure they are simple, easy to understand and not distracting to the children	Classroom and corridor areas feel calmer and less cluttered. Children are able to refer to displays easier as key learning information is clearly set out.	All staff	On-going	Access to resources for displays
Staff training for further awareness of special educational needs and disabilities.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access	All staff	On-going	Community will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information at St Matthew's CE Primary School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Who</u>	<u>When</u>	<u>Success Criteria</u>
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Office, HT, DHT, SENDCo teachers	On-going	Delivery of information to pupils with SEND improved.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office, HT, DHT, SENDCo teachers	On-going	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	Office, HT, DHT, SENDCo teachers	On-going	Delivery of school information to pupils & parents with visual difficulties improved