



Accessibility Plan

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the 2014 SEND Code of Practice.

As defined by the Equality Act, we understand a person with a disability to be identified as follows: 'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. Physical or mental impairment includes sensory impairments and also hidden impairments.

In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.' This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services – access to services within and external to the school to support families where a disability is identified
- Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Physical Facilities	Process for identifying barriers
	<ul style="list-style-type: none"> • Meeting with outside support agencies to identify barriers / needs • Parent / carer meeting to discuss needs • Feedback from users of the school via regular questionnaires to all stakeholders • Review of individual plans/My Support Plan/Educational, Health and Care Plan, (EHCP) for pupils with SEND • Action planning following site inspections by relevant personnel (e.g. Site manager, SEN governor)
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Disabled entrance / access clearly signed at the front of school • Disabled toilet now fully accessible • Ongoing monitoring to ensure that the school remains accessible to all
	Objectives for improvement
	<ul style="list-style-type: none"> • Disabled parking bay to be marked • Continue to monitor to ensure that the school remains accessible to all • Assistance telephone number to be added to disabled parking bay signage • Personal Emergency Evacuation Plans to be written (for new pupils/staff) and reviewed annually • To review and be aware of access requirements for new and existing pupils/staff/visitors as and when required • Obtain feedback on accessibility from parents/carers via questionnaire
	Monitoring Plans
	<ul style="list-style-type: none"> • This plan to be monitored by the governing body, the Headteacher, the SENDCO and other relevant staff

Curriculum	Process for identifying barriers
	<ul style="list-style-type: none"> • Monitoring of class teaching, learning support and impact on progress • Data analysis by teachers and Senior Leadership Team at termly pupil progress meetings • Review of My Support Plan/Educational, Health and Care Plan, (EHCP) for pupils with SEND • Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school • ASC / MAT monitoring visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Specific staff training in relation to speech and language development • Accessed school nursing team to support staff and specific children's individual needs • Children with SEND are given access to the curriculum supported by the school's SEND provision, taking into consideration the wishes of their parents and the needs of the individual
	Objectives for improvement
	<ul style="list-style-type: none"> • Intervention register embedded to meet individual children's needs academically, socially and emotionally • That pre-5 services are used to maximise the impact on the children entering LFS • That effective transition between the SENCO, EYFS Leader, previous setting and parents to identify any SEND needs and services and support is accessed • Ensure we continue to have trained staff in school to deliver specific programmes which meet individual children's needs • Provide on-going professional development for staff to support them in ensuring all children have equal access to the curriculum • All children have access to an appropriate curriculum and have a positive attitude towards school and good self esteem • Staff training to be matched to the priorities determined by current academy population. • Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access. • To review funding of support staff for out of school activities for pupil(s) with SEN/D
	Monitoring Plans
<ul style="list-style-type: none"> • This plan to be monitored by the governing body, the Headteacher, the SENDCo and other relevant staff. 	

Support Services	Process for identifying barriers
	<ul style="list-style-type: none"> • Review of individual My Support Plan/Educational, Health and Care Plan, (EHCP) for pupils with SEND • Advice from external agencies • Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services • ASC / MAT visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Clear pathway to follow with children identified with SEND needs • Advice is sought as necessary • SENDCo attends regular local network meetings to keep up to date with services on offer
	Objectives for improvement
	<ul style="list-style-type: none"> • SENDCo regularly liaises with external agencies to support pupils and parents and to maintain awareness of services available • Referrals to other agencies are made promptly • Clear school procedures are set out as to when to contact support services • Continue to work in partnership with support agencies. • Regular review of SEN/D register to identify new pupils and their parents/carers • Research and maintain a directory of local parent support groups for children with SEN/D • Regularly review and update the Local Offer and publish on the academy website
	Monitoring Plans
<ul style="list-style-type: none"> • This plan to be monitored by the governing body, the Headteacher, the SENDCo and other relevant staff. 	

Awareness	Process for identifying barriers
	<ul style="list-style-type: none"> • Observations of learning, pupil comments • Feedback from pupils, parents, staff and visitors • Curriculum and provision review • Feedback from external agencies • Governor visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • SENDCo has raised the profile of SEN and disability within school amongst staff • SENDCo has put in place procedures, interventions and ensured staff training is up to date
	Objectives for improvement
	<ul style="list-style-type: none"> • Accessibility plan to be adapted in light of new issues • Continue to raise awareness of staff through training and development and heighten children's awareness of issues related to disability
	Monitoring Plans
	<ul style="list-style-type: none"> • This plan to be monitored by the governing body, the Headteacher, the SENDCo and other relevant staff.

Communication	Process for identifying barriers
	<ul style="list-style-type: none"> • Feedback from pupils, parents and other users including Parents Survey, School Council, email, questionnaires • Feedback from external agencies • Review of individual My Support Plan/Educational, Health and Care Plan, (EHCP)for pupils with SEND • Impact of communication streams in ensuring pupil and parent understanding and participation
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Up to date school website enables access to information • Termly review of specific vulnerable pupils • Contact by SENCo to ensure parents/carers of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes.
	Objectives for improvement
	<ul style="list-style-type: none"> • Leaflet produced for parents to highlight provision for SEN children at school. • Questionnaire sent to parents regarding their Local Offer requirements. • Proactive contact by SENCo to ensure parents/carers of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes prior to joining school • Proactive communication between SENCo, previous provision and parents to ensure parents/carers of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes.
	Monitoring Plans
	<ul style="list-style-type: none"> • Proactive contact by SENCo to ensure parents/carers of pupils with SEN/D

	are listened to and have opportunity to raise concerns or share successes.
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