Accessibility Plan 2020/2021

INTRODUCTION

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.

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…

• Action planning following site inspections by relevant personnel (e.g. caretaker, SEN Governor, School Business Manager)
• Feedback from users of the school
• Needs review for enrolment of pupils through discussion with the Headteacher or SENCo, or liaison with Inclusion Service
• Review of Learner Profiles, Support Plans or EHC Plans for pupils with SEND

Current Provision…

• Disabled parking bays
• Ramps
• Disabled toilets in foyer and classroom corridor
• Decking steps bordered in yellow to support sensory needs
• Sound absorbers in classrooms to support sensory needs
• Security perimeter gates and fences/CCTV
• Designated pedestrian routes

Objectives for improvement 2017-2020…

• Sensory and interactive resources to be installed in KS1 boundary walls and fences
• Available space and resources at lunchtimes will be monitored to enable us to provide a better dining room experience for all
• Disabled evacuation plans will be specifically mentioned as a separate entity in the new Health & Safety Fire Procedures for our school plus a bespoke plan is compiled for individuals where appropriate

SCHOOL CURRICULUM

Process for identifying barriers…

• Monitoring of class teaching, learning support and impact on progress
• Data analysis by teachers and SLT at pupil progress meetings
• Review of Learner Profiles, Support Plans or EHC Plans for pupils with SEND
• Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school
• Governor visits

Current Provision…

• Interventions (See Provision Maps)
• Sets of tablets and laptops to be used to support learning
• Set of iPads
• Interactive ICT table
• Clicker 6
• Big Maths
• Extra English and EAL set

Objectives for improvement 2017-2020…

• Deliver training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEND according to knowledge and skills audit from staff
• Staff training to be matched to the priorities determined by current school population (e.g. currently we have some pupils with ASD and elements of ADHD)
• Audit attendance and membership of school clubs by pupils with SEND to ensure full access

SUPPORT SERVICES

Process for identifying barriers…

• Review of Learner Profiles, Support Plans or EHC Plans 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
• Governor visits

Current Provision…

• School website explains school's part in Wakefield's 'Local Offer'
• Excellent links with external support agencies
• Parent Support Advisor trained to provide child 'nurturing' in school
• Mrs Rashid's room available for 'reflection' and nurturing
• Regular review of SEND register
• SaLT provided in school for some children

Objectives for improvement 2017-2020…

• Develop the use of 'Helping Me to Learn' plans (HM2L) for more high needs children
• Develop My Support Plans and EHC Plans for children with more complex or significant needs, in line with the Code of Practice 2014
• Disseminate key messages from CAMHS training and work with Future in Mind

AWARENESS

Process for identifying barriers…

• Observations of learning, pupil comments
• Feedback from pupils, parents, staff and visitors
• Drop-ins and Planning Meetings with external agencies
• Curriculum and provision review
• Feedback from external agencies
• Governor visits

Current Provision…

• Staff meetings to share knowledge of SEND developments and current guidelines
• Regular reviews of children with SEND and termly discussions with parents

Objectives for improvement 2017-2020…

• Mark world awareness days by getting involved with suggested events/activities in school (e.g. for raising awareness of Speech and Language difficulties, ASD Awareness day etc.)
• Review PSHE curriculum to monitor the extent of disability awareness covered by it.
• Whole staff ADHD training
• Staff SEND audit highlighting skills and areas for development

COMMUNICATION

Process for identifying barriers…

• Feedback from pupils, parents and other Stakeholders via email, questionnaires, meetings
• Feedback from external agencies
• Review of Learner Profiles, Support Plans or EHC Plans for pupils with SEND

Current Provision…

• Noticeboard in playground displays information for parents
• Noticeboard in Community Room displays information for parents
• Pupil interviews
• Updated website information
• Termly review of specific vulnerable pupils (HM2L, MSP and EHCPs)

Objectives for improvement 2017-2020…

• Share all support plans with parents at termly meetings
• Ensure parents who struggle to read or understand written English have access to someone explaining the contents of letters or provide translation
• Offer support of PSA (Mrs Rashid) to attend hospital appointments or therapy sessions for SEND children

Reviewed October 2018

Signed: _____ Headteacher

_____ Chair of Governors

Review Date: _____