

St Bernadette's Primary School

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. This will be reviewed every two years by the Teaching and Learning Committee of the Governing Body.

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 SEND 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND 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 measurable.’ (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 Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

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 SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEND 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 action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

<p>Current position</p> <ul style="list-style-type: none"> • The school building is fully accessible for pupils with physical difficulties. We have two small
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stair cases, however if a child requires a wheelchair there are additional staff in place to ensure their smooth transition down/up them.

- We have 1 car parking space in the car park to allow for disabled access.
- We have a ramp and stairs from the main entrance to the Foundation stage to ensure inclusivity.
- The entrance to the KS2 playground is fully accessible for all.
- The outside play areas are mostly flat and there is a sloping path which links KS2 and KS1 areas to ensure it is accessible to wheelchair users.
- There is one accessible toilet situated in FS.
- The school is resourced for the inclusion of pupils with specific and moderate learning difficulties, some of whom are supported by a 1-1 teaching assistant.
- The Foundation stage staff use Makaton signing to support learning in the children's early years development.
- The school SENDCo, Pupil premium and safeguarding leader, Learning support staff and teaching assistants support a range of pupils- delivering learning, nurture and therapy programmes.
- The SENDCo and Pupil Premium leader supports a range of vulnerable pupils and their families.
- Recent training has taken place in Asthma, Diabetes, Adhd , Autism and Attachment concerns and there are a high number of trained first aiders.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum and the physical environment.

Objectives	Tasks	Resources	Lead	Monitor
To improve accessibility for pupils with dyslexia	Purchase a range of acetate coloured slides, tinted paper and purchase Dyslexia in the Open to run as an intervention.	£80	LW	LW
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo		LW	LW
To ensure all staff are trained to support pupils with ASD/ADHD/Attachment issues	Training is arranged with BSS and Treehouse to ensure staff more confident and competent for recognising symptoms and knowing how to effectively support these identified children.	Staff meetings	LW/LL	LW/LL
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. Update Medical Conditions notes annually and ensure annual parents return is gathered.	INSET, staff meetings	LW/DR	LW/DR
To ensure that appropriate staff are trained in Team Teach	Send appropriate staff on training to ensure competent in handling children in crisis	£100 annually	SJ	SJ

	appropriately.			
To ensure that staff are trained to support pupils with behavioural/emotional needs and support from BSS is effective.	Staff are trained by BSS in 'Planning for Behaviour'. BSS Teacher supports three children for 30 mins each per term and reviewed with SENDCo	Purchased Cognitive Behavioural Therapy book as recommended by Ed Psych £35	LL/BSS LW	LW/LL
To ensure children with Motor skills difficulties are identified and access with the MSU interventions or the Speed up activities are planned for and delivered.	Staff are trained in identifying children with MS difficulties and inform LW who will place them into MSU intervention groups. MW has been shown by OT how to implement the MSU program.	MSU Training Speed up book and chalk boards £180	LW/MW	LW

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head, Class teachers, Pupil premium Leader, Learning Services Support Teacher and SENDCo.

The performance of groups, including those with SEN and/or a disability, takes place on a bi-annual basis with each class teacher when reviewing the booster plans.

The SENDCo maintains a 'Central record of Incidents' log book which details any reported incidents of bullying, discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the necessary people and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

Monitoring and Review

This policy is monitored by the Governing Body and it will be reviewed at least bi-annually.

Ratification

This policy was agreed and adopted by our Governing Body.