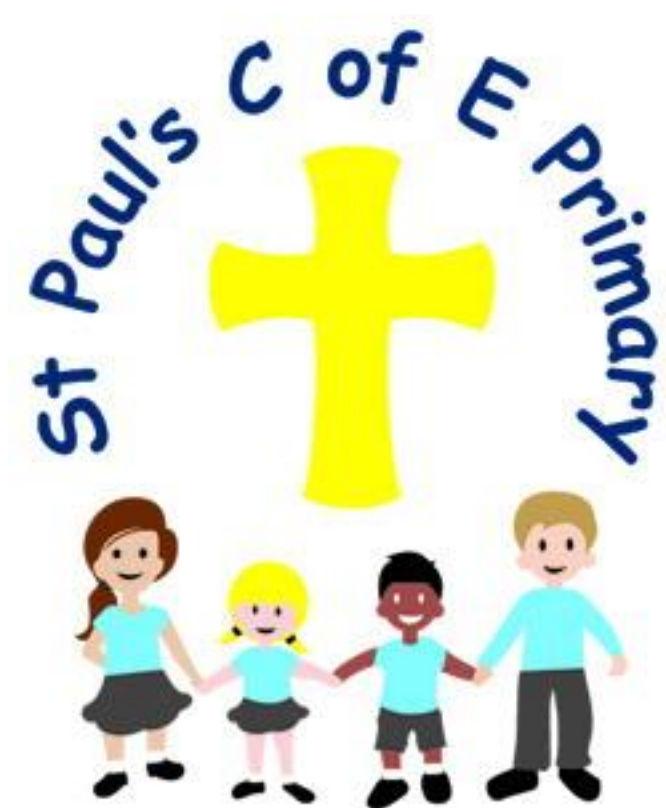


St. Paul's C of E Primary School

Accessibility Plan



Approved by the Governing Board: Spring 2023
Review Date: Autumn 2025

Introduction-

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice:0 to 25 years (2015). This will be reviewed every 2 years.

Definitions of 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:

- 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'.

This 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 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)

All policies will be checked to ensure that they do not, unintentionally, treat children 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 children 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 2015). The full range of needs and required support for all children 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 action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

Current position

- The school buildings are fully accessible for wheelchair users, with the use of wheelchair lifts.
- The outside play areas are flat and are completely accessible to wheelchair users.
- There are two disabled toilets in the main school. There is a medical room with a hoist.
- For the inclusion of children with complex needs/learning difficulties, some children are supported by experienced 1-2-1 workers under the direction of the SENCO and class teachers.
- Makaton signing to support learning is used within Early Years.
- Mainstream Teaching Assistants support a range of children- delivering learning interventions and therapy programmes.
- iPads and laptops used to support learning across school.

The following details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and access to information.

Objectives	Tasks	Resources	Lead	Monitor
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENCo in staff meetings and through regular updates at staff briefings.	Staff Meeting	SENCo	Head Teacher
To ensure all staff are trained to support children with ASD- inc. Asperger's and Autism.	Update training on Children with ASD	Staff Meeting	SENCo	Head teacher
To ensure all staff are trained to support children with behavioural issues, including those with ADD and ADHD.	Update training on children with ADD and ADHD.	Staff Meeting	SENCo Behaviour Lead	Head teacher
To ensure that staff are trained to support children with emotional needs.	Most staff are trained every 3 years in TEAM Teach Behavior Lead to refresh team teach holds with staff on a needs led basis.	1 day INSET every 3 years Next due - Feb 2022.	LA trainers Inclusion Service Behaviour Lead SENCo	Head teacher
To ensure that staff are trained to support children with social, emotional and mental	Behaviour Lead and Senco to support children and staff with behavioural needs.	Observations by Behaviour Lead & Inclusion Service consultant in class time. Follow up release time for	Inclusion Lead Behaviour Lead SENCo	Head teacher

health difficulties.	BSS consultant supports staff as needed through regular visits, classroom/pupil observations and discussion.	class teacher to discuss findings.		
To ensure that staff are trained to support children with physical needs.	Use Team-Teach training to update appropriate staff bi-annually in <ul style="list-style-type: none"> • Manual handling • Positive handling 	Training day for appropriate staff	LA trainers SENCo	Head teacher
To improve accessibility for children with dyslexia.	Purchase a range of acetate coloured slides, tinted paper and a range of writing tools. Staff Meeting to remind staff how to ensure a dyslexia friendly classroom.	Nessy Dyslexia Screening tool has been purchased. Staff Meeting Purchase of various resources	SENCo	Head teacher Resources committee
To continue to develop the use of visual resources.	Staff Meeting to remind staff about Visual Timetables, Makaton and other resources. This visual structure will be used to help pupils with organisation, increase clarity and provide instruction.	Staff Meeting SLA with SALT	SENCo	Head teacher
To ensure all staff are trained to support children with specific sensory/ physical needs.	Update training on Children with visual, hearing and multi-sensory impairments. Particular focus of hearing as a lot of pupils coming through the school with HI. Ensure all staff are familiar with our sound system and	INSET/ Staff Meeting SLA with OT Support from Stockport Sensory Service	SENCo	Head teacher

	use it.			
To ensure staff are trained to support children 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 policy annually. Ensure annual parents return is gathered.	INSET, staff meeting On admission if specific needs are identified.	School nurse team SENCo	Head teacher
To ensure new 1 to 1 staff trained in relevant skills.	New 1 to 1 staff to attend courses.	Funding for courses	Speech and Language Therapy team SENCo	SENCo
To update training of all relevant intervention staff.	Ensure existing and new intervention staff receive CPD in relevant courses.	Funding for relevant courses	LA trainers SENCo	SENCo
To liaise with health providers to support meeting the need of SEN pupils.	SENCo and school mentors continue to liaise with health providers including Speech and Language Therapy, CAMHS and BSS to support meeting the needs of pupils.	None	SENCo	Head teacher
To continue to support the needs of vulnerable pupils	Pastoral team to continue to support vulnerable children with social,	Time with relevant staff and pupils	Pastoral lead SENCo	Head teacher

	emotional and mental health issues, including those with attachment disorders. Regular professional discussions with class teachers and other appropriate members of staff.			
To effectively support the transition of vulnerable and SEN children.	Staff continue to work with vulnerable children, their families and class teachers in order to effectively support the transition of vulnerable children.	Ongoing	Pastoral Lead SENCo Class teachers	SENCo Head teacher
To improve accessibility for reluctant/ struggling writers.	Assess the laptop skills of children who might benefit from a laptop in class to type up work. If they are efficient then provide a laptop for some work.	Time for pupil with SENCo LSS ICT assessment	SENCo	SENCo
To ensure that teachers have copies of SEN support plans, One Page Profiles and EHCPs.	All class teachers to ensure that they are available in class, used and updated as and when necessary.	Time for class teachers	Staff SENCo	SENCo
To source interpreters for those children and families who require them.	Ensure that any new pupils and their families are assessed as to whether an interpreter (including sign language interpreters) is required. If so, speak to Stockport LEA.	Ongoing basis	SENCo Ethnic Diversity Service	Head teacher SENCo
To ensure SEN	Ensure paper copies of our	Time for SENCo and ICT/	SENCo	Head teacher

information on our website for pupils and their families is available in hard copy to those who cannot access the internet	SEN provision for pupils and their families in available in hard copy, on request, for families who cannot access the internet. Include contact details for the Stockport Local Offer.	Website coordinator to liaise and work together		SENCo
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Policy agreed - October 2022

Review date - October 2023