

Willerby Carr Lane Primary School



Accessibility Plan – 2022-2025

POLICY MANAGEMENT

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1. Introduction

Willerby Carr Lane Primary School is a happy school and we pride ourselves on providing a nurturing, friendly, safe and secure environment. Our aim is for all children with Special Educational Needs or Disability (SEND) to receive specialist provision and support as appropriate to enable them to flourish and maximise their potential.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for pupils with special educational needs and disabilities.

2. Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To enhance communication channels between home and the school SEND team.

3. Aim of Plan

All pupils will have access to specialist provision and support and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

4. Objectives

The objectives of this plan are:

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

5. Definitions

Definition of Disability (Equality Act 2010):

“A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”

Definition of Special Educational Needs (SEND Code of Practice September 2014):

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

6. Plan Summary and Details

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above) and details our targets and strategies to enable our school to continue with our commitment to.

- Making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.
- Increasing the extent to which disabled pupils can participate in the school's curriculum

Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, we will consult with the pupil and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom in small group intervention work.

The accessibility plan relates to the school's SEND Policy, Equality Policy and Behaviour Policy.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Current provision includes:

- Identification of SEND at an early stage through close liaison with nurseries, primary schools and specialist agencies
- Involving parents from the earliest stage and maintaining close liaison
- Obtaining specialist advice from other professionals (specialist inclusion team, speech and language therapist, hearing impaired service, visually impaired service, school counsellor)
- Keeping staff informed of SEND pupils/sharing progress reports
- Ensuring access through matching the child's needs/abilities with an appropriate differentiated curriculum
- Arranging training opportunities for staff
- Providing specialist resources to support learning and access to the curriculum, including support from teaching assistants
- Access arrangements in place for statutory testing
- Specific specialist and systematic intervention to build skills (particularly for literacy and numeracy) in small groups
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in the intervention groups
- A structured and smooth Y6/7 transition programme for vulnerable pupils

Target	Strategies	Timescale	Responsibilities	Outcomes
Review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT and Governors	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENDCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	<p>Create personalised risk assessments and access plans for individual children.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p>	Ongoing	SLT, SENDCo and all teaching staff, extracurricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made
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Aim 2: To ensure the physical environment of the school increases the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Our key objective is to ensure that our school is physically designed to meet the needs of our pupils.

Current provision includes:

- Fully wheelchair accessible ground floor school environment with various disabled entry/exit points
- Two disabled toilets
- School hall is equipped with a hearing loop for the hearing impaired.
- Easily accessible designated disabled car parking in the staff car park
- Easily accessible canteen facility with spacious layout and varying table heights
- Ensuring recommendations actioned from visual impairment audit

Target	Strategies	Timescale	Responsibilities	Outcomes
Provide an appropriate physical school environment.	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and	Ongoing	SLT/Caretaker	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

	<p>more accessible facilities and fittings.</p> <p>In particular this will cover the planned remodelling of the EYFS area, which doesn't currently include disabled toilets within the area itself.</p>			
Ensure pupils who use wheelchairs can move around the school and classrooms without experiencing barriers to access	Review current provision for wheelchair access in classrooms and accessing the school through doorways	2025	SLT/Caretaker	Pupils in wheelchairs can easily move around the school
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access need	<p>Create personalised risk assessments and access plans for individual pupils.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	As need arises	SLT, SENDCo, Caretaker	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
Making handrails suitable for people with mobility and visual impairments.	On-going process of painting yellow markings on external areas	On going	SLT/Caretaker	Improved access for people with mobility and visual impairments

Aim 3: • To enhance communication channels between home and the school SEND team

Our key objective is to ensure we provide easy, direct access between home and the school SEND team

Current provision includes:

- A full-time SENDCo and ELSA

- Communication (often via the school admin office)

Target	Strategies	Timescale	Responsibilities	Outcomes
To provide easy, direct access between home and the school SEND team	Provide and dedicated email contacts for the SEND team. Provide daily 'on the door' ELSA/SENDCo presence in the morning Publish a regular SEND newsletter which includes: <ul style="list-style-type: none"> • contact details for our SENDCo • information on our SEND provision • information on how to raise concerns • timely information on SEND developments • information on links to outside agencies and support networks 	Summer 2022	SENDCo	Regular newsletters established