

St Elisabeth's CE Primary School



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Accessibility Plan 2018-21

Completed by:	Mrs P. Charlesworth
Date completed:	September 2018
Agreed by governors:	
Signed Headteacher	
Signed Chair of Governors	
To be reviewed:	September 2021

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 three years by the Teaching and Learning Committee of the Governing Body.

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- 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 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)

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 SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils 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 pupils with disabilities.

Current position

- The school building is a listed building.
- The school consists of 2 buildings.
- The outside play areas are flat and completely accessible to wheelchair users. There is ramp access available from the car park.
- There is a lift to access the 1st floor of the second school building.
- Hand rails are on the stairs.
- There is adapted furniture is in place.
- There are disabled toilets as well as washing and changing facilities available. All toilets for KS1 are on the ground floor. In KS2 there are toilets upstairs.
- The school has both class based TAs and TAs who support pupils individually.
- Where appropriate, TA's are trained in Makaton and use signing to support learning.
- CT and TA's have been trained to deliver Narrative Immersion sessions.
- In September, the SENCo holds SEN clinics with class staff to go through provision for children on the SEN register.
- 2 Multi-Agency meetings are held each year.
- Teaching Assistants support a range of pupils delivering learning and therapy programmes.
- The school is generally well-equipped with a range of learning aids and specific equipment.
- The SENCo supports a range of vulnerable pupils and their families.
- Training has taken place in SEND, dyslexia, diabetes, epilepsy and there are a high number of trained first aiders, including paediatric first aiders in KS1. Health awareness training happens annually according to the needs of the children.

Objectives	Tasks	Resources	Lead	Monitor
Communication and Interaction				
To improve pupils' ability to sequence events, retell a sequence.	<ul style="list-style-type: none"> • Implementation of Narrative Immersion across the whole school for CT's and TA's • 	Training resources	Rebecca Bell	HT/DHT
To encourage children to 'talk' their thoughts before writing.	<ul style="list-style-type: none"> • HLTA (KS1) to attend Talking Partners training (EY2P) • Implement strategies into interventions for writing in KS1 	£TBC	RM	DHT-SENCo

	<ul style="list-style-type: none"> Feedback to KS1 team and share ideas. Narrative Immersion training to support writing 	£550	Rebecca Bell	HT/DHT
Social, Mental and Emotional				
To develop a calm space for vulnerable pupils/1-1 support	<ul style="list-style-type: none"> Develop an intervention room for small group, one-to-one work and a calm space for pupils in crisis. 	£2,000	HT/DHT	HT/DHT
To ensure that staff are trained to support pupils with emotional needs.	<ul style="list-style-type: none"> Staff are supported by Marie France in strategies for classroom. All the staff are trained every 3 years in TEAM Teach and new staff attend sessions at other schools. Staff are using Stockport's Restorative Approaches Circle Time timetabled x2 per week BSS are supporting individual TA's. Annual update of behaviour policy Regular update of handling plans New celebration assemblies implemented 	<p>SLA with BSS</p> <p>1 day INSET every 3 years £50 new staff within 1 term</p>	<p>MF- BSS</p> <p>LA trainers</p> <p>HT/DHT</p> <p>BSS</p> <p>HT/DHT</p> <p>HT/DHT</p>	<p>HT/DHT</p> <p>HT/DHT</p> <p>HT/DHT</p> <p>HT/DHT</p> <p>HT/DHT</p>
To ensure smooth transition to new classes and High School for pupils with SEND	<ul style="list-style-type: none"> Additional transition programme to High Schools and new classes. Include BSS support 		DHT and BSS	HT/DHT
To ensure SENCO and SLT	<ul style="list-style-type: none"> Training delivered 	No cost	SENCO and	HT/DHT

can make appropriate referrals to CAMHS for assessment of pupils in ADHD	by ADHD specialist		SLT	
Cognition and Learning				
To improve accessibility for pupils with dyslexia	<ul style="list-style-type: none"> Train staff on dyslexia Purchase a range of acetate coloured slides, tinted paper and arrange of writing tools. 	£TBC £26.00		
To support writing for pupils with dyslexia	<ul style="list-style-type: none"> Purchase Talk machines/talking clipboards for children to say what they want to write, then write. Easy Speak Purchase support from One Education for 1-1 support Purchase Wordshark 	£130.00 £9,400 per year £60.00		DHT/HT
To further support children achieving well below year expectations	<ul style="list-style-type: none"> Clear focussed TA timetables Training of TA's to implement the interventions for identified children 		SENCo DHT	DHT/HT
To ensure all classrooms are using visual aids	<ul style="list-style-type: none"> Visual aids evident in all classes e.g. timetables, learning and behavioural expectations Use of WAGOLLS/Working Wall 		SENCo	DHT/HT
Sensory and Physical				
To provide resources for children who fidget/chew to enhance concentration	<ul style="list-style-type: none"> Purchase toys to squeeze, during activities that require listening. Provide pupils with chair wedges to encourage good sitting and 	£10.00 £100.00		DHT

	<ul style="list-style-type: none"> concentration Purchase chews for children to prevent chewing of fingers/clothing 	£14.00		
To develop children's motor skills	<ul style="list-style-type: none"> Purchase of handwriting programme Purchase of putty Purchase of sloping boards Purchase Easy move pens and refils Purchase Handiwriter pencil grips 	£24.00 £30.00 £40.00 £25.00		DHT
To enable children to focus on their work and learning	<ul style="list-style-type: none"> Purchase of sloping boards 	£150.00		DHT
To ensure that any building improvements support pupils with VI.	<ul style="list-style-type: none"> When decorating and carpeting, colours are chosen carefully to meet needs. Edging/nosing on all stairs to contrast with the flooring. 	Consideration at time of tendering.		Health and Safety Sub group.
To ensure all staff are trained to support pupils with ASD	<ul style="list-style-type: none"> 3 Training is provided on Visual Aids for Pupils with Autism. 	INSET	BSS	HT/DHT
To ensure staff are trained to support pupils with medical conditions.	<p>Update staff training annually in</p> <ul style="list-style-type: none"> Asthma Epilepsy Diabetes <p>and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered. Meet regularly with school nurse re medical conditions and include at TAC meetings.</p>	INSET, staff meetings	School nurse team HT/DHT	HT/DHT HT/DHT
To provide security and work stations for children (who need this) with a diagnosis of Autism .	<ul style="list-style-type: none"> Purchase desk barriers. 	£40.00		DHT

<p>To support staff in developing children's social communication skills</p> <p>To implement further interventions for pupils with ASD/social communication difficulties</p>	<ul style="list-style-type: none"> • Purchase of schemes/activities to support social communication groups-intervention 	<p>£60.00</p>		<p>DHT</p>
<p>To develop outdoor learning</p>	<ul style="list-style-type: none"> • Inclusive and safe outdoor play areas and opportunities with a focus on active learning. At least one lesson every half term. 		<p>Co-ord</p>	<p>DHT/HT</p>

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

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