



Accessibility Plan

Adopted: July 2017

Review date: July 2019

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Beardall Fields Primary and Nursery School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

Being a new build school that opened in September 2014, the building and access provision is in line with current standards. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually by the SENCo and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Teaching and learning (inc access to curriculum)						
1. Increase staff confidence, knowledge and skills. 2. Provide quality first teaching, alongside SEN Support provision.	<u>Beginning of each year</u> Ensure all teaching and midday staff have access to and training on key information regarding specific pupils.	Staff are aware of health and emotional needs of pupils, and are able to provide essential provision and care.	<u>Autumn Term each year</u> Provide more specific and in-depth training for key staff working with pupils with disabilities on a day-to-day basis.	Provision for pupils will be continually adjusted as appropriate because staff will have developed knowledge, confidence and skills.	<u>Ongoing throughout each year</u> There will be a rolling programme of CPD available for staff on SEND.	A core offer of resources and strategies will be offered in every class. Staff will provide a graduated response to pupil need, and set up SEN support when appropriate.
Resources	<u>Beginning of each year</u> Resources provided are in suitable font size and colour, and close enough for pupils to use. Visual cues, signs and symbols are provided to support access of some pupils. Sensory resources are available to support access.	All pupils can access all learning.	<u>Spring Term each year</u> Resources audit of core offer and SEN Support resources undertaken annually.	Sufficient resources will be available to support access.	<u>Jan 2017 – Jan 2018</u> Sensory room to be developed and training delivered to key staff. Rest breaks and sensory activities support curriculum access.	All pupils can access all curriculum areas.

Educational visits	<u>Ongoing</u> Plan visits that are accessible to all.	All pupils will be able to participate in educational visits available to			<u>Spring term 2019</u> Begin forward planning residential visits for	All pupils will have access to residential visits.
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		their year group.			pupils with physical needs.	
PE	<u>Begin Autumn 2016</u> Advice is given by PDSS / SENCo for pupils with a physical disability where needed.	All pupils will be able to participate in all PE lessons.	This is an ongoing target as and when required			

Physical Environment

Evacuation and lock down	<u>Autumn 2016</u> Write PEEPs for pupils who need additional support to get in or out of the building safely and quickly.	Evacuation and lockdown procedures are practiced and in place for pupils who need it.	Updated annually			
Access to grounds	<u>Ongoing</u> SENCo to discuss any access difficulties with carers and request PDSS advice where unforeseen difficulties arise.	Unforeseen difficulties are dealt with swiftly and actions plans put into place.	<u>Sept 216 – Sept 2017</u> Add on new classrooms that provide equal access in line with new building disability regulations.	New classrooms will be accessible to all.	<u>Jan 2017 – Jan 2018</u> Look into altering the drainage dip in the main playground area. PDSS are currently unable to support this.	There will not be a dip where wheelchair users can become stuck.

Information Sharing

Providing information to parents	<u>Ongoing</u> Be aware of staff, governor and parent or carer access needs through discussions or feedback. Parents have access to paper newsletters	All parents receive information in a form they can access.	<u>Jan 2017 – Jan 2018</u> Provide additional ways of information sharing: Twitter Big screen TV in reception area.	All parents receive information in a form they can access.		
	and on the website. Staff will support parents in accessing written information as required. Use of widget symbols available.					
Support for parents / carers of pupils who have English as an additional language	<u>As required</u> Request interpreter services or provide access to translation of information.	All parents/ carers can access information from school.				

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

SEN governor

Date:

Headteacher

Date:

SENCO

Date:

This document will be reviewed every three years.

