

Simon de Senlis Accessibility Plan

2019-2022

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the staff and governors of the school and covers the period from September 2019- September 2022.

Current Accessibility Arrangements:

Admissions

The admission of a child with Special Educational Needs to the School will take into consideration:

(a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.

(b) Following the procedures which are set out in The SEND Policy relating to Special Educational Needs.

(c) The availability and possible adaptation of appropriate facilities and resources within the school. These include both physical facilities and reasonable curricular provision.

(d) Specific additional funding from LA, if required.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below:

Building/Area	Features
Main building and entrance	All classrooms have flat entrances and exits. There is the provision of two disabled toilets, one with a changing table. Corridors and doors are wide enough for wheel chairs to be used. Doors have low fitted handles. Low access entrance pads are available to main entrance door,
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Pond Area	Gate is wide enough for wheelchair access.
Forest School	On site Forest school area- accessible for all. Off-site Forest school area in Hilldrop Road- accessible for all. Hunsbury Hill site- no wheelchair access on mini bus.

Play Equipment	Climbing Area- some access available
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Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in a Personal Evacuation Plan.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should have access to a full and broad curriculum, in line with that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the school's SEND Policy and Local Authority guidelines on Special Educational Needs.

The school's SEN Unit is able to meet the needs of pupils with complex learning needs along with speech and language difficulties.

Physical access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan, named a Personal Precision Plan (PPP) for the pupil will address the issue, which will therefore be kept under constant review in conjunction and in consultation with families and professionals.

Advice is sought from the appropriate professionals and agencies.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's IT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's Inclusion Lead and Head Teacher, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Simon de Senlis Primary School have always been able to participate fully in a wide range of extra-curricular activities. Adaptations, where possible, will be made to support pupils to access the following:

- Outdoor Learning and Forest school
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's PPP.

The suitability of any event and the need for additional support is discussed fully with parents and professionals in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc., then the school will be happy to consider alternative forms of communication.

The Accessibility Plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1 2019-2020:				
Target	Strategies	Outcome	Time frame	Achieved?
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Audit by July 2020 Weekly TA training- on going Individual staff training teacher/TA dependent on needs of individuals in cohorts across school. Identified Teacher training completed by July 2020	

Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of - school provision to ensure full accessibility for all pupils.	All vulnerable pupils are accessing at least one club and out of school activities with their class.	Clubs request list monitored termly by Inclusion Lead, Deputy and FSW - ongoing. Teachers, Deputy and Phase Leaders monitor class activities.	
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students- use of flexible furniture ideal.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are able to access learning to meet their own needs and the requirements of the lesson.	Ongoing Cost any additional flexible furniture needed across school.	
Provide training in manual handling	Liaise with experts/ LA. Provide training for staff as and when necessary.	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment- as and when necessary.	As required.	
Provide training and support for toileting plans	Liaise with experts/ LA. Provide training for staff as and when necessary.	Key Reception staff trained in practical techniques. School is equipped with appropriate	Reception staff – ongoing. Intimate Care Plans written with parents for any children starting	

		equipment- as and when necessary.	Reception with toileting needs. Start of each year.	
Provide training and support for Physical Intervention.	Staff trained using TEAM TEACH approach.	Pupils who require physical intervention have PHP in place. Bound and Numbered monitoring book completed where necessary. Staff trained where required in school.	PHPs reviewed and updated each year. Ensure relevant staff have their training updated every 36 months in accordance with Team Teach regulations.	
To ensure all children are able to access curriculum including day trips and residential	Review the curriculum with individual children in mind. Consult with professionals to support adaptations where required. Complete individual risk assessments for day and residential trips in order to meet accessibility needs.	All pupils able to take part in learning with individual adaptations in place to support inclusion. All children to access day and residential trips at their individual level to support inclusion.	Ongoing Individual risk assessments for children accessing residential or day trips written with parents as necessary.	
Emergency exit procedures reviewed.	Review existing provision taking all needs into consideration	Procedures in place and conforming to current H&S policies and procedures.	H&S audit 2020	

		PEPs in place where necessary for individual pupils.		
Make available school prospectus, newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text, different languages etc.)	School information available for individual requirements.	On going	
Action Plan 2020-2021				
Improve wheel chair and disability access to some parts of the building by adding door access buttons.	Door access buttons added to hall and entrance to Year 5/6 corridor.	Full and independent access to all areas of the school.	Completed by 2021	
Improve access to pond area and playground play equipment.	Review the path access to pond area with children's accessibility in mind.	Path area improved, level and accessible.	July 2021	
To ensure all children are able to access curriculum including day trips and residential	Review the curriculum with individual children in mind. Consult with professionals to support adaptations where required. Complete individual risk assessments for day and residential trips in order to meet accessibility needs.	All pupils able to take part in learning with individual adaptations in place to support inclusion. All children to access day and residential trips at their individual level to support inclusion.	Ongoing.	

Action Plan 2021-2022				
To review access arrangements for all pupils, family and the community in school.	<p>Complete audits of environment, access ability for school and curriculum.</p> <p>Apply outcomes of audit to school.</p>	<p>Access is in place for all of the school community.</p> <p>All parts of the community feel safe and secure in all areas of school</p>	Ongoing throughout the year.	
To ensure all children are able to access curriculum including day trips and residential	<p>Review the curriculum with individual children in mind.</p> <p>Consult with professionals to support adaptations where required.</p> <p>Complete individual risk assessments for day and residential trips in order to meet accessibility needs.</p>	<p>All pupils able to take part in learning with individual adaptations in place to support inclusion.</p> <p>All children to access day and residential trips at their individual level to support inclusion.</p>	Ongoing Individual risk assessments for children accessing residential or day trips written with parents as necessary.	
Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Ongoing and reviewed each year.	

Management of the Plan

- The Governors will be responsible for the strategic direction of the School's Accessibility Plan.

- The Governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Inclusion Lead will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:

To the Full Governing Body at least once per year.
On the School website

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School.