

Greenfield Primary School Accessibility Plan 2022-2025

Greenfield Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to being an inclusive school. 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.

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 may 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 SEND 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 victimize 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 or 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). This Accessibility Plan should be read in conjunction with-

- Greenfield Primary School Admissions Policy
- Greenfield Primary School Prospectus
- Greenfield Primary School Behaviour Policy
- Greenfield Primary School Special Educational Needs Policy

The Accessibility Plan

The 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 an EHC Plan will be considered regularly. The discussions will involve staff, parents, children and 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.

Curriculum Access

- Obtaining data on the future pupil population to facilitate advanced planning. This includes liaison with the Local Authority and SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behavior).
- Teachers, Teaching Assistants and Midday Supervisors are given professional development to teach and support children with physical disabilities or additional needs through school INSET or external training.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic resources or prompts.
- All pupils are encouraged to participate in expressive and creative arts.
- ICT is used creatively to give pupils with physical disabilities access to the curriculum and to communicate effectively.

- Strategies are put into place for children with visual impairments such as bold lined paper, overlays, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children will attend them.
- School works effectively with outside agencies including QEST, Speech and Language Therapy, The team for Visual Impairment and the Physical Disabilities and Hearing Impairment teams. We also work closely with health professionals including the school nurse, community pediatricians occupational therapists and physiotherapists.

Physical Access

- Greenfield Primary School is a new build (opened September 2019) and is accessible for those with limited mobility. There is a lift to the upper floor.
- There are disabled toilets on both floors.
- Symbols and large print to be used throughout school for those with visual impairments (where required).
- Communication in print, blank level questioning and a range of strategies to support individual needs are used to develop communication throughout for individual pupils with Special Educational Needs, as appropriate.
- Adapted/specialized furniture and equipment provided to meet individual needs when appropriate.
- Evac Chairs installed on both flights of stairs in case of fire.
- Disabled parking bay for staff or visitors with disabilities.
- Space for small group work and individualized work of targeted learners.
- Children’s work is shown to be valued by use in displays around school.

Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils, as required.
- Home/school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils and/or parents/carers.
- Parents/carers section on school website with access to policies and long term planning.
- Parent Mail text messaging.
- Termly class newsletters.

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

Objectives	Tasks/Actions	Resources	Lead	Monitoring
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014.	Training provided by SENCo in INSET in staff meetings. SENDCo to attend termly LA Development Days and local school SEND cluster meetings. NQTs and students to be mentored.	INSET meetings SENDCo release times	SENCo	Monitoring of teaching and learning including looking at pupil’s books, observations and progress data. PCR Meetings Annual Review Meetings

To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma, Epilepsy and specific conditions. Update pupils' Medical Conditions annually and ensure annual parents return is gathered.	School Nurse support Annual update of pupils' medical needs. Training as required.	Business Manager School Nurse	Business manager to monitor staff training updates/needs.
To continue to provision map to meet the individual needs within each class.	Class teachers to provision map. TA supportresources/ to be adjusted to meet individual/group needs.	SENDCo release time. PPA time	SENDCo/class teachers	Planning, teaching and learning support. Progress meetings
Pupils' access to the curriculum is increased through personalisation and differentiation.	All staff are aware of different learning styles and plan and deliver this in the classroom. Support is personalised to meet individual needs of the pupils.	SENDCo release time PPA time	SENDCo All class teachers.	Learning walks/lesson observations PCR meetings Annual Review meetings.
To create intervention spaces for targeted individual children to use when appropriate now that spare classrooms are in use downstairs.	Class teachers and Key Teaching Assistants to identify and plan for when children will benefit from completing personalised learning activities in this quieter environment.	SENDCo release time PPA time	SENDCo Class teachers Key Teaching Assistants	Learning walks Pupil's work Progress data Termly PCR meetings.

Future Considerations

It may be necessary to provide new facilities/equipment to meet pupils' individual needs as they arise.

It will be necessary to use additional classrooms in the school as the number of pupils grow. From September 2022 space for interventions and quieter working will be more limited as class numbers grow.

To be reviewed on a three-year cycle.

Accessibility Plan			
Version	Date	Amended by	Comments
1	July 2013	Mike Wood, Headteacher	Reviewed and Amended
2	Nov 2015	Full Governing Body	Ratified
3	May 2017	Catherine Snape, SENDCo and Mike Wood, Headteacher	Reviewed and Amended
4	June 2017	Full Governing Body	Ratified
5	June 2019	Catherine Snape, SENDCo and Mike Wood, Headteacher	Reviewed and Amended
6	July 2019	Full Governing Body	Ratified
7	Oct 2022	Catherine Snape, SENDCo	Reviewed and Amended
8	Oct 2022	Full Governing Body	Ratified
9	Nov 2022	Catherine Snape, SENDCo	Reviewed and Amended
10	Nov 2022	Full Governing Body	Ratified