



# Southfields Primary School

## Accessibility Plan

**Statutory Policy approved by the Headteacher**

**Date agreed: 27<sup>th</sup> September 2022**

**Review Date: September 2025**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

## 1. Schools duties around accessibility for disabled pupils

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. These are the same duties as previously existed under the Disability Discrimination Act.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Governing Body to:

Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This plan sets out the proposals of the Governing Body of Southfields Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DAD

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

At Southfields Primary School we believe that all children are entitled to a broad, balanced and relevant curriculum. All children are encouraged to have outstanding merit and participate in both the social and academic life of our school. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability. We believe education is the key to a better future for all our children and we are committed to ensuring that every child has the opportunity to access an outstanding memorable curriculum and opportunities within and beyond our school.

The school is aiming to personalise learning for all children, making education more responsive to the diverse needs of individual children and raising the achievement of the many children who are considered to have disabilities. We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with disabilities and their families.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide support within and beyond the school to specifically support Speech and Language which the school has years of specialism in.
- To provide training to all staff regarding the needs of disabled pupils /people and how to provide assistance to enable them to enjoy school as fully as possible.

All our disabled children have full access to the curriculum and wider areas of school life such as school clubs, cultural activities and school visits.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: 'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities'.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Many children in our school who have SEND could also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination, it is helpful to think of more pupils with SEND being included in the definition of disability rather than fewer: it is likely that many of the pupils who have SEND and an Education Health Care Plan, will count as disabled.

However, we have found that not all children who are defined as disabled will have SEND. For example, those with severe asthma, arthritis or diabetes may not have SEND but may have needs under the DDA. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act.

At Southfields Primary School we aim to meet the educational and social needs of all our children.

A large proportion of staff hold current first aid qualifications, with designated first aiders made aware to all staff.

Before children begin in our school we invite families in to complete an induction programme and for a series of visits with their children. If any child has additional needs the LA and health advisers are contacted for support and guidance. Transition meetings are held between class teachers each year and frequent reviews take place in order to thoroughly discuss children on the SEND.

Medical forms are completed by parents and discussed with the SENDCo. Where children have significant health problems, all appropriate adults are informed and photos are displayed in the staff room and kitchen. Some children have Health Care Plans which are drawn up in partnership with parents and other professionals.

## **2. Current Provision**

The school SEND policy ensures that staff identify, assess and arrange suitable support for pupils with disabilities and special educational needs. Working with the Local Authority and other professionals, the SENDCo manages the Educational Health Care Plan process, ensuring additional resources are available where appropriate.

Staff are highly aware by effective communication of the issues faced by our SEND pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

We are also constantly looking at ways to enhance the environment to meet the needs of all pupils.

The school works closely with specialist services including:

- Speech and Language Therapists
- Health Advisory and Support Service, including: school nurse, ADHD and Autism outreach teams.
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Learning Support Service and Educational Psychologist

## **3. Provision in an emergency**

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

## Accessibility Plan 2022 – 2025

Priority	Strategy/Action	Resources	Timescale	Outcomes
Make SEND information and 'Local Offer' more accessible for families	Make all materials accessible on the school website, including access to range of support agencies. Improve availability of information to parents - display in school appropriate leaflets for parents to access	Contact support agencies for leaflets/information.	Ongoing	Delivery of information to pupils and parents improved. Effective signposting to information / leaflets available at Children's Centre Local Offer on Website SEND Policy on Website
Make available school information, newsletters etc. for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested. E.g. Larger print, different languages	Support from multi-cultural service re EAL coffee mornings.	Ongoing	All school information available for all who request it.
SEND conversations to be more accessible for parents	Arrange conversations, to discuss SEND pupil targets, at a convenient time for parents.	Availability of staff during school day or beyond school day.	Ongoing conversations at least twice a year & SENDCo available during parents evening.	Parents given appropriate time to discuss their pupils without time pressures.
Continuing professional development, staff training and CPD	Staff targeted for specific CPD/ training based on individual pupil needs and support they provide in class. Training on Asperger's / ASD/ ADHD etc.	Training time Use of specialist professional bodies to deliver training cluster/LA & wider	INSET days and dedicated staff meeting time	Staff are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.
Further curriculum development work around disability	A dedicated day on the year covering disability as part of PSHE education Diversity Week Review assembly programme	Appropriate materials for class use. Picture books	Ongoing	Greater increase in disability awareness throughout the school.

<b>Priority</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Outcomes</b>
Training for Awareness Raising of Disability Issues	Provide training for staff, governors, pupils and parents.	Inclusion team Support teams	Ongoing	Whole school community aware of issues relating to disabilities.
All school trips and visits need to be accessible to all pupils, including residential.	Ensure venues and means of transport are vetted for suitability. Appropriate risk assessments carried out and adjustments made as necessary for safety.		Ongoing as required Monitored	All pupils are able to access all school trips and take part in a range of activities.
Appropriate use of specialised equipment to benefit individual pupils and staff	Ongoing review of needs of specialist equipment E.g. for ADHD, physical needs, visually or hearing impaired	Sloping boards and pencil grips, shaped pencils and pens to aid writing. Coloured overlays/books for pupils with visual difficulty Any identified staff resources Laptops/iPads Recordable whiteboards	As and when required. Recommendations from assessments. Allocated SEND budget	Pupils supported to make progress. Remove barriers to learning Staff feel suitably equipped to support learning.
Increase site access to meet diverse needs of pupils, staff, parents and community users.	Review all evacuation plans Monitor signage of evacuation procedures, internet safety, fire drill and other H&S procedures and policies. All relevant policies up to date and seen by all staff	Internet safety staff training H&S Audit with LA	Ongoing	Staff secure in knowledge of all H&S procedures and fire evacuation,
Ensure all policies consider the implications of disability access	Analyse impact of behaviour policy, class expectations, anti-bullying policy, education visits, health provision in relation to pupils with disabilities.		Consultation with School council & pupils when reviewing policies.	Pupil voice listened to and acted upon.