



Accessibility Plan 2021 - 2025

The Equalities Act of 2010 defines disability as “a person has a disability if they have a physical or mental impairment that has a substantial long term adverse effect on their ability to perform normal day to day duties.” It is important to ensure that we continually review our provision and, where necessary, implement improvements in both provision and practice, including:

- Access to the physical environment
- Access to the curriculum including the wider curriculum such as out of school activities and visits
 - Provision of specialist aids and equipment
- Adjustments to written information to pupils, staff, parents and visitors with disabilities

Action	Who	When	Resources	Intended outcome	Monitoring/ Evaluation
<p>Ensure legal compliance at all times:</p> <ul style="list-style-type: none"> • Consistently implement requirements of SEND Code of Practice • Respond to any changes in legislation • SEND Policy in place <ul style="list-style-type: none"> • SEND Report presented annually to Local Governing Body and uploaded on website • Identify member of Local Governing Body as 'SEND' Governor • Implement EHC Plans completed within statutory time frame 	SENCo	Sept 2021 onwards	Time Nil cost	<ul style="list-style-type: none"> • Statutory compliance • Staff understand and fulfil responsibilities and accountability • Provision for children with SEND remains consistent and is responsive to changing SEND population and SEND needs 	SENCo Reports

<ul style="list-style-type: none"> • CPD to ensure staff are aware of their roles and responsibilities • Regular updates to Local Governing Body 					
<p>Ensure accurate and up to date information for all children with SEND:</p> <ul style="list-style-type: none"> • Register – including analysis of need • Individual plans • Training needs and record <ul style="list-style-type: none"> • Resources • Clear lines of communication • Record of individual children’s needs high profile, secure and accessible including: <ul style="list-style-type: none"> • Names • Needs • Action to be taken in response to need • Evidence of impact of provision 	SENCo	Sept 2021 onwards	Time Nil cost	<ul style="list-style-type: none"> • All records are easily and readily accessible but comply with data protection protocols • Staff aware of needs of specific children <ul style="list-style-type: none"> • Lines of communication clear in terms of what to do in case of emergency 	SENCo Reports
<p>Maintain the physical environment so that it allows easy access to those with disabilities</p>	SENCo SBM	Sept 2021 onwards	Time Cost	<ul style="list-style-type: none"> • Policies in place • Environment safe and accessible 	SENCo Reports

<ul style="list-style-type: none"> • Termly audit by SBM, SENCo and SEND Governor • Ensure disaster and Fire Evacuation plans accommodate needs of those with disabilities 				<ul style="list-style-type: none"> • Defects in environment identified and addressed 	
<p>Ensure a proactive response to identified and changing needs of children and parents / carers</p> <ul style="list-style-type: none"> • Liaise with relevant external partners / agencies for support and advice. • Respond in terms of reasonable adjustments 	SENCo SBM	Sept 2021 onwards	Time Nil cost	<ul style="list-style-type: none"> ● Adaptations made to provision to meet needs of current pupils with SEND, including, where appropriate, signposting 	SENCo Reports
<p>Develop bespoke induction procedures for pupils with specific needs:</p> <ul style="list-style-type: none"> • Face to face induction meeting with child and parent / carer • Multi / Partner agency meetings and specialist support • Bespoke and generic staff development 	SENCo All staff	Sept 2021 onwards	Time	<p>Children, parent / carers and staff aware of:</p> <ul style="list-style-type: none"> • Children's needs • Parents / carers needs • What school can offer • Expectations of school / staff • Key contact in school 	SENCo Reports

<p>Refine equality of access within the curriculum for children with physical disabilities - including children with pronounced fine motor skills difficulties:</p> <ul style="list-style-type: none"> • Ensure ICT (hardware) is accessible and appropriate • Seek advice and purchase appropriate software • At MTP stage make adjustments to curriculum to secure access for identified children Seek specialist help eg IPASS Northcott SS, Tweendykes SS • At planning stage consider possible adjustment to ensure access to out of school activities 			Time	<ul style="list-style-type: none"> • Barriers to curriculum removed • Children identified with SEND access out of school provision • Adaptations evident but not intrusive and promote inclusion 	SENCo Reports
<p>Develop provision for those who cannot access the age related curriculum</p>	SENCo Head of School	Sept 2021 onwards	Time	<ul style="list-style-type: none"> • Provision matches the needs of learners • Outcome of pupil and parental survey that 	SENCo Reports

<ul style="list-style-type: none">• Develop adapted provision to meet need• Seek support from partner special school<ul style="list-style-type: none">• Identify space(s)• Identify staff• Access range of training• Develop, review and refine planning• Secure external monitoring• Evaluate impact				pupils are happy, well integrated and have met large majority of IEP targets	
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