

Accessibility Plan

LEYBOURNE Ss PETER & PAUL CE PRIMARY ACADEMY



February 2022

*Nurturing the spark of God within
"Those who trust in the Lord will find new strength. They will soar high on wings like eagles" Isaiah 40:31*

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled pupils can participate in the school's curriculum.

b) To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

c) To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled pupils are fully involved in school life and are making at least expected progress.

2.4 To identify barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled pupils can participate in the school's curriculum

4.2 Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Manager and Headteacher consult the pupil (if appropriate) and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

4.4 Our Local Offer and SEN Information Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the SEND of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
- c) Listening to pupils' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.

- f) Increasingly specialised in-class support or guidance from trained TAs (Teaching Assistants).
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all pupils with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable pupils
- m) Specialist advice and guidance to support transition
- n) Multi-agency support coordinated by the school's SEND Manager.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for pupils with autism.

Further development

4.5 The School Development Plan and other in school action plans set out additional development priorities in this area. These include:

- a) Create an inspiring curriculum model which meets the needs of all pupils.
- b) Develop high quality curriculum for lower ability pupils.
- c) Conduct annual curriculum reviews.
- d) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
- e) Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school

b) The school environment already incorporates many features to ensure accessibility to pupils with disabilities.

4.6 These include:

- a) Ramps
- b) Specialist SEND teaching areas, with small, quiet and calm learning spaces
- c) Disabled toilets
- d) Customised furniture and/or equipment
- e) Specialist resources, including digital technologies
- f) Guiding in emergency evacuation.

4.7 In addition, teachers are given advice on how to arrange furniture, manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd in January 2022.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

4.10 Teachers and TAs consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate

Further development

4.12 The following opportunities to improve further will be explored:

- a) Opportunities provided by digital technologies.
- b) Regular clear and relevant information to parents in home language if required.

5 Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SEND Manager is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

6 Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled pupils and parents will feed into the review.