SEND Accessibility Plan 2019 - 2022

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<u>**Context**</u>

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for:

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,
(b) improving 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, and
(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 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'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School vision

"In the love and truth of Jesus we grow"

We welcome all children to the community of St. Aidan's and work hard to ensure that their time at St. Aidan's is happy and fulfilling enabling them to grow in the love and truth of Jesus. St Aidan's is a faith centred school that recognises that everyone is unique made in the image of God. We are an inclusive school that cares and supports everyone. We have high expectations of our pupils and we like to celebrate their successes. We encourage all to achieve their best and aim to help them do this by providing a challenging and creative curriculum. We encourage our pupils to care for each other and others in the wider community by living out the Gospel values. We cherish the trust that our parents have placed in us and aim for the very best for every child. It is essential that the school and home work together in partnership.

At St Aidan's, "Every Child Matters" – we strive to enable our pupils to:

Be healthy;
Stay Safe;
Enjoy and Achieve;
Make a positive contribution and
Achieve economic well-being.

St Aidan's Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

St Aidan's Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

We currently have 233 mainstream pupils in Reception to Year 6 on roll with 40 part time pupils in our nursery.

The proportion of pupils with SEND Support is just below national average whilst the proportion of pupils with an Education Health Care (EHCP) Plan is below the national average.

This plan will be reviewed at least every 3 years. The policy will also be reviewed subject to the changing needs of individual pupils.

Curriculum					
Priority	**Action**	**Timescales**	**Resources**	**Responsibility**	**Monitoring and Evaluation**
Review the impact of current resources, interventions and provision for SEND to improve access to the national curriculum. Introducing cycles of specialist support as and when appropriate and available.	SLT/SENDCO to continue to investigate and evaluate resources and intervention that SEND children receive in school. Use termly data to track individual children's progress.	Review SEN progress with each class teacher at pupil progress termly interviews with HT and SENCO	Budget allocation for SEND provision.	HT SENDCO	SEND Governor- Identify case studies to support good practice.
Adapt the curriculum to meet specific pupils' SEND by incorporating a graduated approach in all areas of the school.	Review SEN progress with each class teacher at pupil progress termly interviews with HT and SENCO All co-ordinator's to review their subjects focused on accessibility for SEND.	Termly pupil progress interviews to continue.		LITERACY/NUMERACY Co-ordinators Co-ordinators of all subjects SENDCO SEND Governor	Develop case studies to monitor the success of adaptations and evidence of the graduated approach in practice.
Further develop the use of ICT to support all children's needs.	Continue to work with ICT SLA to ensure ICT resources support children's needs and increase access for all to the curriculum via ICT. Training for all staff on the opportunities ICT can offer for all pupils.	ICT SLA Ongoing	Budget allocation for software & ICT SLA	HT Class teachers	Develop case studies to monitor the impact of ICT.
Ensure equal access to educational visits and other out of school activities.	Educational visits equal in policy and practice. All planning includes opportunities for all pupils to access.	Ongoing	Educational visits policy	Class teachers to deliver HT to monitor	HT
Individual plans identify potential barriers to full participation, including those connected with emotional and mental health and wellbeing.	Review of current plans. Discussion with class teacher, SENDCO and HT@ termly pupil progress meetings.	Ongoing	Initial Concerns Pupil Passport & Profile Kooth Be You	HT/SENDCO Class teachers MH Lead MH Trailblazers/Be You	Monitored and reviewed at termly pupil progress meetings.
Ensure that children with medical conditions are well supported in school and that the policy and specialist training are regularly updated.	Regular review of care plans based on the recently revised Managing Medical Conditions in school policy.	Annual or as new conditions arise	MMCiS policy	All staff	Regularly updated

Physical Environment					
Priority	**Action**	**Timescales**	**Resources**	**Responsibility**	**Monitoring and Evaluation**
Continue to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Caretaker undertakes regular checks to ensure full accessibility.	Ongoing	Repairs as required.	HT Caretaker	Local Governing Committee
Continue to Improved staff awareness of responsibilities re. accessibility	Annual Safeguarding Training includes expectations. All teaching and support staff to undertake refresher MAPA training.	Ongoing MAPA training undertaken Autumn 2019. Annual refresher.	 £500	SENDCO HT	Local Governing Committee
Meeting the physical, behavioural, emotional and sensory needs of children with SEND and medical conditions, and optimise the learning environment for every child.	Strategies developing to adjust sensory distractions in school. Strategies to minimise emotional and behavioural triggers Learners' sensory needs are used to plan seating arrangements and movement breaks. Peer awareness and sensitivity towards difference is visible. Views of learners, parents and carers are actively sought and used to inform planning for adaptations.	Ongoing	Anticipate further LA guidance on Ordinarily Available Provision to inform this work.	All staff	Local Governing Committee

Accessibility of information

Priority	Action	Timescales	Resources	Responsibility	Monitoring and Evaluation
Children with known SEND are identified before starting school.	Liaise with Early Years settings, parents and related practitioners to establish provisions needed in advance of the child starting school.	Ongoing	Support and resources in place before the child begins school	SENCO HT	SENCO HT
All parents and children are able to share information with the school and obtain written information in formats that are right for them.	Identify support from NIE Team to assist with communication\ translation issues. Staff to receive makaton training as required. All school brochures, newsletters and information are available in alternative formats if requested and available on the website.	Ongoing	Alternative formats of information	HT Office Manager	HT
Unconditional positive regard is promoted through the use of respectful, accurate language when we communicate about identity, disability or adaptations.	A consistently articulated ethos of inclusion and equality is constantly being developed and refined by all staff.	Ongoing	All staff, CPD, NIE resources	SENCO	HT

Appendix 1:

Making printed information accessible.
Resources and guidance:

Accessible Communication Formats (Government guidance)

Creating accessible documents factsheet (Abilitynet)

Abilities and assistive technology (UK Association for Accessible Formats)

The Sensory Trust information sheet on clear and large print

Am I making myself clear? (Mencap's guidelines for accessible writing)

Dyslexia Style Guide (British Dyslexia Association)

Communication friendly environments (from the Communication Trust)

Custom eyes Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:
- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and 4