

# Accessibility Plan



Through respect we will work together in Christ to develop the whole person

Written: November 2018

Date of Review: November 2021

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### Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfES, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

St Matthew's has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The special educational needs policy, SEN information report, Local Offer and publication of equality information can be accessed via the school website [www.stmatthewsprimaryschool.co.uk](http://www.stmatthewsprimaryschool.co.uk), or alternatively ask for a paper copy at the school office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

### Access to the curriculum

**Aim - To increase the extent to which disabled pupils can participate in the school curriculum.**

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	Raise awareness of teachers to differentiating the curriculum & approaches to alternative recording in school.	SLT to audit planning & carry out lesson observations. Provide support/training as necessary	Feb 2019	All staff confident and consistent in range of differentiation strategies and use of alternative recording.	
	Raise awareness of staff on the specific needs of their pupils living with a disability in terms of daily living skills and relationships	Inclusion Manager to ensure that teachers are aware of the	Feb 2019	Staff are aware of barriers to learning and how to access	Completed as required

		relevant issues & provide access to support from other professionals as required.		additional support for pupils.	
	Ensure relevant staff are aware of disabled children's curriculum access	System of individual access plans.	Feb 2019	Staff aware of individual pupils' access needs.	
	Ensure all out of school activities are planned to ensure the participation of the whole range of pupils	Consider this issue when trips are in the planning stage to ensure compliance with the legislation.	April 2019	All pupils able to access all school activities.	
	Classrooms are organised to promote and support the participation & independence of pupils.	Review & implement a suitable layout of furniture & equipment to support the learning process in individual classrooms/bases.	Dec 18	Lessons should start without the need to make adjustments to accommodate the needs of individual pupils.	
	To ensure that pupils identified as having dyslexia/dyspraxia/ASD/ADHD/SPD have access to a suitably differentiated curriculum.	Coloured overlays & whiteboards available. Buff coloured paper. Acceptance of a variety of written formats, differentiated homework, marking strategies, multi-sensory approaches. Additional resources, rest breaks built into individual timetables	Staff individual meetings with IM Sept-Oct	Pupils with SEND will have full access to the curriculum, achieve success and their strengths will be recognised.	
	Use PIVATS to assess pupils who are not meeting expected levels of progress	Continue to train staff as necessary. Moderation of PIVAT scores. Link Pupil Profile targets to PIVATS	Feb 19	All children will be included in the assessment process and will have measurable and achievable targets.	
MEDIUM TERM	Ensure LSAs have access to relevant training	IM &DHT to promote professional development for LSAs	Ongoing	LSAs to be more skilled & confident in supporting individual children.	
	Ensure Top-up funding is applied for if felt necessary for particular pupils	IM to observe graduated response, assess, plan, do, review cycle & apply for	As required	Barriers to learning are removed if high needs funding is secured	

		high needs funding if appropriate			
	Through Raindrops children with possible SEND are identified early	IM & AHT to work with parents/local community groups to ensure early identification & signpost parents appropriately	Spring terms 2019,2020,2021	Children are identified early to ensure when they start school provision is in place	
LONG TERM	Work with nursery providers to ensure children with SEND are identified early	IM & AHT to work with local providers to ensure early identification & effective transition	Spring terms	Children are identified early to ensure when they start school provision is in place	

## Access to the environment

**Aim : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	School is aware of the access needs of disabled pupils	IM to liaise regularly with outside agencies e.g. OT, PT. IM to create access plans for individual disabled pupils	Ongoing	All staff aware of pupil's needs. Children feel valued and part of the whole school.	
	To consider the use of tables & chairs for disabled pupils. E.g. raising of tables if wheelchair users are admitted to the school.	Liaise with OT service to ensure tables & chairs are at the correct height for children	As required	Disabled pupils are able to sit at desks with their peers	
	Ensure that if wheelchair users are admitted to school that adjustments are made to classroom layout in order to facilitate access.	Liaise with OT service, ensure corridors are uncluttered, doors are wide enough etc.	As required	Access to parking & school building is maximised	Ramps & lifts fitted, currently we have no wheelchair users (Sept 18)
LONG TERM	Adapt area of the school to ensure quiet/sensory area	Liaise with Site Manager, SBM, HT	Summer 2019	Pupils suffering sensory overload have a safe/quiet space	

## Access to written information

**Aim : To improve the delivery of information to disabled pupils and parents**

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	To ensure that communications with parents are clear and explicit. To value the contributions made by parents and to encourage their participation in their child's education	Parents made aware of the option of coloured paper being used for letters home, Home-School link books used for some pupils, use of plain English, termly reports, parents' evenings twice a year, SEN meetings as requested by parents. As much relevant information as possible available on school website. Encourage parents to sign up to the text service.	Spring 2019	Improvement of information to disabled pupils and their families.	
	Children continue to develop awareness of their access needs and preferred learning styles. E.g. Dyslexic pupils being able to choose to present written information using mapping techniques etc	IM to remind staff, encourage discussion between staff & pupils	Ongoing	Children are able to articulate their access needs.	
MEDIUM TERM	Children with particular difficulties in presenting information are given opportunities to present their work using ICT – this will involve the purchase of further laptops	IM to liaise with ICT co-ordinator.	Spring 2019	Children are given alternative methods of presenting their work	
	Children with specific learning difficulties will receive opportunities for typing practice to increase their typing speed, therefore allowing them to use ICT efficiently & with greater impact	IM to work with TAs to ensure children are given typing practice. Pupil Profiles will show this	Spring 2019	Children's typing speed improves which will have an impact on the amount of work they are able to produce.	
	Access & reporting	IM & assessment	January	Children are able to	Reviewed each

	arrangements for end of year tests (particularly end of KS tests) will be reviewed to ensure children with specific learning difficulties are not disadvantaged.	co-ordinator to check	2019 and each January thereafter	participate to the best of their ability – tests do not present a barrier.	January
LONG TERM	Consider use of translators/providing information in a variety of languages should the need arise	IM to liaise with EMTAS/Big Word as necessary	As required	Written/spoken information is not a barrier to EAL parents	As required

This accessibility plan and the outcomes will be regularly reviewed to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.