



Northam School's Federation

St Margaret's C of E (VA) Junior School

St George's C of E (VA) Infant and Nursery School

Accessibility Plan 2019 – 2022

Section 1: Vision statement

All schools are required under the Equality Act 2010 to have an accessibility plan; please read this in conjunction with our SEND Information Report. Our SEND Report outlines what we as a school can provide for children who have special educational needs and disabilities (SEND). This could be dyslexia, dyscalculia, social and emotional issues, physical disabilities and may require some form of specialist aids or equipment; It will always include reasonable adjustments to ensure all children can access the curriculum and school activities and events. The purpose of the plan is to ensure we meet the needs of pupils and their families. The definition of disability according to the Equality Act being: "You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

It is our aim to meet the requirements of the Act wherever possible.

This plan was drawn up by Zoe Davis (SENDCo) in consultation with staff and Governors.

Section 2: Aims and objectives

Our aims are to:

- Provide access to the curriculum for pupils with a disability.
- Provide and maintain access to the physical environment .
- Provide the delivery of written information to pupils and their families.

The table below sets out how the school will achieve these aims:

| Priority | Actions | Good practice | Timescale | Responsible Person | Date Achieved |
|---|--|---|---|---|-----------------------|
| Continue to raise standards of achievement of disabled pupils by overcoming barriers to learning. | Evaluation of pupil progress meetings to identify any underachievement of disabled pupils. Where progress is below average, strategies are put in place to close the gap, bringing them to national average. | Sharing ideas and expertise with colleagues. Identification of expertise across Federation. Regular training opportunities. Support staff training (at least once a month). SEN 'My Plans' in place. My plan meetings with parents. Regular assessment opportunities. Scrutiny of data including, presentation to governors. Timely use of interventions. | Termly pupil progress meetings. My plans in place and reviewed termly. | SLT Subject leads Subject govrenors | Termly Autumn 2019 |

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|--|--|--|--|--|--|
| Improve awareness of the breadth of disability issues with staff and pupils. | Implement training in key areas of need identified by current cohort. All staff have an awareness of all pupils needs they may encounter. Any needs of new pupils and those who join us on entry at nursery, reception and year 3 are addressed. | Specialist ASC training. Epi pen training. Hearing impaired awareness training (whole school). Diabetic awareness update. SEMH/THRIVE support. PIPS. CAMHs specialist. Epilepsy awareness training. | Reviewed half termly dependent on needs. | Nursing team. Communication and Interaction team. SEMH team. SENDCo Class teachers | January 2020 Autumn term 2019 Summer 2019 Summer 2019 Spring 2020 Spring 2020 |
| Personal evacuation plans for all staff and pupils with disabilities. | Evacuation plans for named individuals, reviewed and updated annually. New plans created for new staff and pupils on entry. | Evacuation plans practiced. Evacuation plans shared with all staff. | Reviewed annually in October. | SENDCo Business manager Class teachers | Autumn 2019 |
| Provision of specialist equipment to increase access to the curriculum. | Provision of; wedge seats, writing slopes, fidget toys, coloured overlays, gym balls, Funfit Equipment and a range of classroom resources – Tools for Learning, available to all pupils. | Use of these for any children who need them, in order for them to access the curriculum. | Ongoing | SENDCo Class teachers Specialist IT support | Termly Autumn 2019 |
| Individual 'my plans' are created in liaison with families to ensure | Put in place termly, reviewed and shared with families each | My plans are regularly updated and information shared | Termly | SENDCo Class teachers | |

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|--|---|--|-----------------|--------------------------|----------------------|
| the physical needs of disabled pupils are met. | term. | with all staff. | | | |
| Provide the delivery of written and spoken information to pupils and families. | Office staff to provide enlarged written communication for parents with sight difficulties when requested. Teaching staff provide appropriate written texts for SEND children. | Visual timetables Liaison with key families. | On going | All staff | Reviewed Spring 2020 |
| All of the internal access to both schools are disabled friendly including accessible toilets with changing. | Awareness of disability needs eg use of crutches and wheelchairs. | Regular reviews of school site and classroom environments depending on need. | Reviewed termly | SLT Sheila Bloomfield | Autumn 2019 |

Review Date: February 2020

Senior Member of Staff Responsible: J Williams (Executive Head Teacher)

Designated Members of Staff: SENDCo Zoe Davis Governors Responsible: Sheila Bloomfield and Marian Vinall