



Accessibility Plan

2017-2020

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 (DfE, 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.

Students must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

Morice Town Primary Academy has adopted this accessibility plan in line with the school's **Special Educational Needs policy** with the aim of ensuring that the Academy 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). This accessibility plan, in conjunction with our Special Education Needs Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and provides an outline of how the Academy will manage this part of the SEND provision.

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

Priority area	Action	Intended outcome(s)
Improve site access for mobility impaired pupils/parents/staff	Relocate main access to school for parents, including the provision of a ramp appropriate for wheelchair access.	Site fully accessible to all mobility impaired pupils, staff and parents.
	Replace doors to playground with wider ones and remove steps to playground and replace with ramped access.	
	Replace stair lift with more user friendly model	Older pupils able to operate without adult supervision
Improved outcomes for SEND pupils	Further improve the quality of Teaching & Learning across the school, to ensure all pupils are taught well, including those with SEND, through targeted INSET and staff CPD.	Progress for all SEND pupils is good compared to national expectations



Priority area	Action	Intended outcome(s)
Improved outcomes for SEND pupils	Upskill the SENDCo to ensure they are skilled at promoting 'best practice' with regards SEND provision.	Progress for all SEND pupils is good compared to national expectations
	Ensure SEND pupils are a high focus for all pupil progress meetings.	Progress for all SEND pupils is good compared to national expectations
	Ensure SEN TA is highly effective at supporting specific children with learning needs, through carefully planned and skilfully implemented.	Data shows highly successful interventions with clear evidence of accelerated progress for SEND pupils receiving targeted support.
Improved opportunities through the school's skill-based curriculum	School and SENDCo to work alongside Reach South representatives to develop inclusive opportunities within PE, outdoor education, drama, science and the Arts.	All SEND pupils have the same opportunity for collaborative and competitive experiences as non-SEND pupils across all subjects.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the Academy.

Morice Town Primary Academy Disability Statement.

Morice Town Primary Academy is committed to promoting its core values of respect, resilience, responsibility and co-operation, to prepare pupils both academically and personally for the next stage of education and adulthood. Promoting equality and educating our students with regard to their responsibilities as British citizens forms a key part of this commitment.

Definition of Disability

A disabled person (child or adult) is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A physical or mental impairment includes sensory impairments, impairments relating to mental functioning, including learning disabilities and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.

Substantial means more than minor or trivial. Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

Normal day-to-day activities cover the following categories: mobility, manual dexterity, physical coordination, continence, ability to lift carry or move everyday objects, ability to see, hear or speak memory or ability to concentrate, ability to learn or understand and the perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment, but not the impairment itself. In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability— those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

Admissions

Morice Town Primary Academy will not discriminate against a disabled person by refusing or deliberately not accepting an application from a disabled person purely on the grounds of their disability. Morice Town



Primary Academy staff will make enquiries at the time of any application by students to find out whether those seeking admission to the Academy have a disability in order to prepare to make any reasonable adjustments necessary.

Exclusions

Morice Town Primary Academy recognise that it is unlawful to discriminate against a disabled pupil by excluding them from the Academy solely because of their disability. **This does not mean that a pupil with SEND cannot be excluded** in accordance with the school's behaviour policy, however the academy will work hard to reduce the likelihood of exclusion by working with other professionals and parents to personalise provision as much as practically possible.

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Agreed by Governors: Pending

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