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ASHBROOK INFANT AND NURSERY SCHOOL  
ACCESSIBILTY PLAN 2019-2022

## Introduction-

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Teaching, Learning and Community Committee of the Governing Board.

## Definitions of SEND-

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’ ( SEND code of Practice 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010- that 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’. The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND code of Practice 2014)

## The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measureable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour and Discipline Policy.
5. The Special Educational Needs policy.
6. The School and Local Authority Offer. (See SEND Information Report)

☑ All policies will be regularly checked to ensure that they do not, unintentionally, treat children with disabilities less favourably.

#### The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans ‘setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘ Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all children identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

## Current position

The school buildings are fully accessible for wheelchair users

The outside play areas are mostly flat and where they are not, appropriate and safe gradients have been installed with protective barriers, meaning that all play areas are completely accessible to wheelchair users

There are three disabled toilets two being in the main school and one in the Nursery building. For the inclusion of children with complex needs/learning difficulties, some children are supported by experienced 1-2-1 workers under the direction of the SENCO and class teachers.

School has good access to support services, including Speech and Language Services, Sensory and Physical Impairment Services, Occupational Therapy and Physiotherapy and works closely with Health professionals to deliver specific support programmes.

School makes use of the Derbyshire County Council guidance and support documents – Autism Friendly Schools, Language Friendly Schools and Dyslexia Friendly Schools.

Mainstream Teaching Assistants support a range of children- delivering learning interventions and therapy programmes.

The school is generally well-equipped with a range of learning aids and specific equipment.

iPads are used to support learning across school.

Recent training has taken place around Every Teacher a Teacher of SEND, mental health and well-being and Physical Literacy.

There are four staff trained in Paediatric First Aid and other staff members are trained to deliver basic First Aid.

The following details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitoring
To ensure that any new building adaptations meet or exceed the DDA access requirements	Adaptations to all learning spaces must be assessed to ensure that they meet or exceed requirements.	2018-2020	School Business Manager	Head teacher and Resource Management Committee

To continue to create safe spaces within classroom and outdoor learning areas.	Class teachers to continue to create 'cosy'/quiet spaces in class and outdoors, such as calming areas and workstations for children with ASD or Social, Emotional and Mental Health Difficulties.	£300 per class in 2017 – top up as required in subsequent years.	SENCO	Head teacher  Teaching and Learning Committee (Learning Walk with focus on environment for learning)
To ensure that staff are trained to support children with emotional needs.	2 staff to attend 'Mental Health First Aid' training on 7 <sup>th</sup> October with Safe Hands Training	2 x £100	Nicky and Vicky-cascade information to staff through staff meeting	Head teacher to monitor and review (through performance management)
To improve accessibility for children with dyslexia.	Staff Meeting to remind staff how to ensure a dyslexia friendly classroom		SENCO	Headteacher and SEND Governor

	– using Dyslexia Friendly Classroom File	Staff Meeting		
To embed the use of Makaton as a whole school communication tool	Headteacher to use Makaton sign of the week from Makaton.org in assemblies- teachers to reinforce in class	Staff Meeting	Headteacher with support from SSEN	Head teacher to monitor and review (through performance management)

<p>To ensure staff are trained to support children with medical conditions.</p>	<p>Update staff training annually in Asthma and as required in other specific conditions. Update Medical Conditions policy annually. Ensure annual parents return is gathered.</p>	<p>Staff Meeting On admission if specific needs are identified.</p>	<p>Health Professionals/ School Health School Business Manager (update list annually)</p>	<p>Head teacher SEND Governor (through HT report)</p>
<p>To update training of all relevant intervention staff</p>	<p>Ensure existing and new intervention staff receive CPD in relevant courses as required</p>	<p>Funding for relevant courses</p>	<p>Range of trainers</p>	<p>Headteacher SEND Governor (through HT report)</p>
<p>To ensure toileting plans are in place for all children requiring intimate care and reviewed at least annually.</p>	<p>To continue to ensure all relevant pupils have care plan in place and relevant staff are consulted and follow the plan appropriately.</p>	<p>None</p>	<p>SENCO</p>	<p>Headteacher SEND Governor (through HT report)</p>
<p>To liaise with health providers to support meeting the need of SEND pupils.</p>	<p>SENCo and class teachers continue to liaise with health providers including Speech and Language Therapy, CAMHS and SSSPI to support meeting the needs of pupils as required</p>	<p>None</p>	<p>SENCO</p>	<p>Head teacher SEND Governor (through HT report)</p>
<p>To ensure SEND information on our website for pupils and their families is available in hard copy/adapted text/</p>	<p>Ensure information is available in variety of forms and pupils' families are aware of options Consider video of SEN offer to be added to website</p>	<p>None</p>	<p>School Business Manager</p>	<p>Headteacher</p>

## Key

	The physical environment of the school
	The extent to which disabled pupils can participate in the curriculum
	The delivery of information to disabled pupils

### Monitoring of provision for pupils with SEND

The performance of individuals, including those with SEN and/or a disability continues to be monitored on a half termly basis through progress meetings with the Headteacher. This includes a discussion, review and forward planning for all pupils with SEND.

### This plan covers the academic years 2019-2022

It is reviewed and updated annually by the SEND governor and by the Teaching and Learning Committee every three years. The plan is made available on the school website.