



Accessibility Plan 2018 - 2019

Introduction-

Plaistow Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed annually by the Governing Body.

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 measurable.’ (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 Action plan.
4. The Behaviour Policy.
5. The Special Educational Needs policy.

All policies will be checked to ensure that they do not, unintentionally, treat pupils 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 pupils 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 pupils 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 pupils with disabilities.

Current position

Curriculum:

Plaistow Primary School has made good progress in the following areas:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support.

- Signposting parents to utilise the Children's Centre.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Targeted intervention groups to close the attainment gap.
- Ensuring that parents/pupils are included in the target setting process.
- Using 'P' scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing areas around school to further enhance and develop learning outdoor space, pond, games area etc.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy schemes to support vulnerable pupils.
- Rainbow club to support vulnerable pupils at lunchtime
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being – school counsellor and play therapist
- The staff use signalong to support learning, when necessary.
- Recent training has taken place in SEND, autism, speech and language, epi pen training, epilepsy and there are a high number of trained first aiders.

Physical Access:

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- Wheelchair access to the building.
- 2 disabled car park spaces are allocated in the staff car park
- Disabled toilet facilities are available, with wheelchair access, on both floors

- Adapted/specialised furniture provided to meet individual needs.
- A lift is available for stakeholders with mobility needs.
- A sensory room is available for some learners
- 3 private room spaces to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children’s work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil’s health and well-being.
- Access issues take priority in adaptations and improvements of the learning environment.

Communal spaces are ‘clutter-free’ to facilitate easy movement around the buildings

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Text messaging to parents.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.				
Objectives	Tasks	Resources	Lead	Monitor
Physical				
Standard: Improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school				
A Pupil Emergency Evacuation Plan (PEEP) is in place & implemented for specific pupils	Children with disabilities are monitored in each fire practice to review safety.	Risk assessment for individual students	JSP KW	JSP
Provide the appropriate equipment to meet the needs of all pupils particularly SEN children	School to respond quickly to the advice from professionals to meet the needs of individuals.	Training from health professionals where appropriate	Inclusion team	KW
Curriculum				
Standard: Increase the extent to which disabled pupils can participate in the school’s curriculum by setting suitable learning challenges, by responding to pupils’ diverse learning needs and by over-coming potential barriers to learning and assessment for individuals and groups of pupils				
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo in INSET and through regular staff meetings. SENCO to attend termly LA SEN network meetings	INSET & Staff meeting time	KW	Head teacher report to Governors
To ensure all staff are trained to support pupils with SEN (cognition and learning,	Training for all new members of staff. Updates and rolling programme of training for all staff	Staff meeting time	SEN team	Head teacher report to Governors

communication and interaction, social emotional and mental health and physical and sensory)				
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> Epi pen Asthma and as required in other specific conditions. Update Medical Conditions policy annually. Update care plans when necessary.	Staff meetings and INSET for all staff	KW	Head teacher report to Governors
Information Standard: Improve the delivery to disabled pupils of information which is provided in writing for pupils with SEN.				
Enlarge or adapt materials to support children who require support.	Teachers plan ahead to ensure that children are able to access the lessons. Radio aids or enlarged texts provided Leadership team ensure all children are progressing Resources manager and TAs prepare materials	Planning time allocated to teachers with resource back up.	Teachers Support staff	KW
Use alternative methods of recording, assessment and monitoring.	Read materials or write for learners in lessons if that is the support required. Lap tops and ipads available for students who require them Apply for the appropriate support in exams	Lesson planning	All teaching staff	Leadership team
Care Plans displayed in staff Room to inform staff of medical needs of specific pupils	School organisation ensures that medical needs are addressed and all staff are informed.	Medical register regularly updated	PP	KW
To update staff of new admissions with medical concerns	Prompt updating of records and training needed	School nurse Parents Inclusion team Teaching team	PP	KW
SMART targets for pupils so that they are clear of their next steps	Vulnerable learners are supported with a visual reminder about their next learning steps	Targets in children's books		KW

Monitoring

The performance of individuals continues to be monitored through progress meetings, book scrutinies and lesson observations by the leadership team. The performance of groups, including those with SEN and/or a disability, takes place with each set of data collection (three times a year). This links closely with the assess plan do review process. The Head teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the termly report to governors. The SEN Governor also checks this document on at least an annual basis.

Policy to be reviewed in Spring Term 2019