

GREYSBROOKE PRIMARY SCHOOL



ACCESSIBILITY PLAN AND EQUALITY OBJECTIVES

Accessibility Plan

Adopted: May 2016

Review date: May 2019

Definition of special educational needs:

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

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above 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, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Greysbrooke Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure 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 provision that our school has in place to support 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 are particular to students with SEND, and 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 the full provision that our school has in place to support pupils with SEND.

1. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Head teacher together with the SENCO, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

Equality Targets to Improve Curriculum Access at Greysbrooke School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum in accordance with the new mastery and deeper mastery expectations.	Undertake an audit of staff training requirements and commence a programme of CPD	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	December 2016	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing April 2016 to April 2019	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	September 2017	Increase in access to the National Curriculum

Improving the Delivery of Written Information

At Greysbrooke we aim to make written information provided to the pupils such as handouts, timetables and information about school events available to those with a disability and/or including those with significant low reading acquisition levels. This might include large print, the use of ICT and the provision of information orally eg through

Makaton signing. We take account of pupils disabilities and their views about their preferred means of communication.

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing as needs arise	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing as needs arise	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses with Speech and Language Services, Visual Impairment Service	Awareness of target group raised	Ongoing (last training undertaken 19.05.2015)	School is more effective in meeting the needs of pupils

2. Improving the Physical Access

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating and lighting

- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.

Item	Activity	Timescale
Doors	Anti-glare film to be applied to new doors	December 2017
New build	Ensure that the new Capital Build project includes accessible internal doors, adequate lighting/heating/ventilation/floor covering and the provision of a quiet area to enhance access for children with learning disabilities. Compliance with Disability Discrimination Act	March 2017

This accessibility plan will be evaluated annually to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by

T Holmes Headteacher Date: 26 May 2016

R Storer SENCo / DHT Date: 26 May 2016

D Lucas Chair of Governors Date: 26 May 2016