

Normanton All Saints CE (A) Infant School



Accessibility Plan
2020-2023

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ✓ Mobility
- ✓ Manual dexterity
- ✓ Physical co-ordination
- ✓ Continence
- ✓ Ability to lift, carry or otherwise move everyday objects
- ✓ Speech, hearing or eyesight
- ✓ Memory or ability to concentrate, learn or understand
- ✓ Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School curriculum - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services - access to services within and external to the school to support families where a disability is identified
- Awareness - further developing the awareness of staff through training and development; heightening children's age appropriate awareness of issues related to disability
- Communication of information - how information is communicated within school and to a wider audience and supporting access to Communication for families with a pupil or parent identified as having a disability.

Physical Facilities	Process for identifying barriers
	<p>Action planning following site inspections by relevant personnel (e.g. Site manager, SEN governor)</p> <p>Feedback from users of the school via annual questionnaires to all stakeholders</p> <p>Needs review for enrolment of pupils through discussion with the Head teacher or liaison with LA Inclusion Service and NHS medical services.</p> <p>Review Education Health and Care plans, My Support Plans, Individual Education Plans, Care Plans, Risk Assessments or Personal Education Plans (or equivalent document) for pupils with SEND</p>
	Summary of Progress to date
	<p>New extension and the creation of the new entrance hall has provided an additional access point for people with disabilities (Year 1 extension.)</p> <p>Feb 2016:</p> <p>New disabled toilet has been created by the new main entrance. School has 1 disabled toilet.</p> <p>September 2016:</p> <p>A disabled access ramp at the front of school was built and is in compliance with DDA Law. A disabled access buzzer system has been installed.</p> <p>2016-2017:</p> <p>A visual fire alarm system has been installed.</p>
	Objectives for improvement 2020-2023
	<p>Emergency Evacuation Plans to be written as and when required</p> <p>Hearing loop installed as and when required</p> <p>Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs</p>
	Monitoring of plans
	<p>This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.</p>

School Curriculum	Process for identifying barriers
	Monitoring of class teaching, learning support and impact on progress Data analysis by teachers and SLT at termly pupil progress meetings Review Education Health and Care Plans, My Support Plans, Care Plans, Risk Assessments, Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEND Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school Governor visits, SIP visits, learning Walks
	Summary of Progress to date
	Robust monitoring systems in place and all groups of pupils closely tracked and monitored by SLT. New ICT system in place with hardware and software that supports pupils with SEND e.g. Clicker 6, touch Screen technology. New National Curriculum and assessments procedures in place; staff aware of and using Wakefield Progression Steps and Pre-key stage assessments for pupils with SEND as appropriate.
	Objectives for improvement 2020-2023
	Continue to deliver training at staff meetings, phase meetings and TA training to ensure best practice around meeting the needs of learners with SEND (e.g. dyslexia friendly classrooms, ASD friendly classrooms, SLN friendly classrooms). Staff training to be matched to the priorities determined by current school population (e.g. currently have pupils with ASD/ADHD/VI/PD/MLD/SLD/ SCLN) Audit attendance/membership of school clubs by pupils with SEND to ensure full access SENCO and shadow SENCO to attend future LA training about updates to Wakefield Progression Steps assessment procedures in place and are being used at key assessment points to monitor progress and these are used to create SMART targets for IEPs. Termly planning meetings and staff drop in consultations with the Learning Support Service.
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Support Services	Process for identifying barriers
	Review of Education Health and Care Plans, My Support Plans, Care Plans, Risk Assessments, Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEND Advice from external agencies Requests and identified needs of pupils and parents through discussion, observation, feedback. Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services Governor visits, SIP visits, learning walks.
	Summary of Progress to date
	SEND Information report on the school website and updated annually. All Statutory SEND documentation on website and updated annually. SENCO, Learning Mentor and SLT are aware of the services available to support families externally and regular planning meetings with external agencies keep school up to date with changes to services. School website has a link to the LA Local Offer.
	Objectives for improvement 2020-2023
	Continuation of regular review of SEND register and monitoring and assessment procedures to identify new pupils and their parents. Maintain an in school directory of referral systems for LA external agencies, NHS services and support groups. SENCO to support the continuing professional development of the shadow SENCO in order to ensure that all members of the SEND team are up to date with current referral systems across the NHS and the LA external agencies.
	Monitoring of plans
This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.	

Awareness	Process for identifying barriers
	<p>Observations of learning, pupil comments</p> <p>Feedback from pupils, parents, staff and visitors</p> <p>Curriculum and provision reviews</p> <p>Feedback from external agencies</p> <p>Governor visits, SIP meetings, learning walks</p>
	Summary of Progress to date
	<p>Curriculum reviewed and in place</p> <p>Jeans for Gene's assembly and visitors to raise awareness of different disabilities.</p> <p>Texts including people with disabilities purchased and put into the school central store (SEALs books). All staff made aware of these new resources.</p> <p>School celebrates awareness days such as Downs Syndrome Awareness Day.</p>
	Objectives for improvement 2020-2023
	<p>Continue to mark world awareness days by getting involved with suggested events/activities in school (e.g. 'No Pens Day' - for raising awareness of Speech and Language difficulties, ASD Awareness day etc.)</p> <p>Review PSHE curriculum to monitor the extent of disability awareness covered by it.</p> <p>Continued training for staff on the Equality Act as part of the annual induction procedures in school.</p> <p>Whole staff training on a range of SEND in line with current and future needs.</p> <p>DES continued to be updated and reviewed and then shared with all stakeholders as appropriate.</p>
	Monitoring of plans
	<p>This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.</p>

Communication	Process for identifying barriers
	Feedback from pupils, parents and other users including emails, reviewed My Support Plans, questionnaires, IEP meetings, minutes of Professional meetings, Annual reviews / Transfer reviews. Feedback from external agencies Review of Individual Education Plans or Personal Education Plans and My Support Plans (or equivalent document) for pupils with SEND Impact of communication streams in ensuring pupil and parent understanding and participation
	Summary of Progress to date
	Half termly review of specific vulnerable pupils SEND Information report on school website along with all other statutory SEND documents and is amended and republished annually. Provision mapping in place and updated regularly. SEND information Report and all other Statutory SEN documentation on the school website and updated annually.
	Objectives for improvement 2020-2023
	Development of costed provision maps to further support statutory assessments. Termly update on SEND pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEND Continue to identify the relevant alternative forms of communicating key information and ensure these are available to parents as appropriate / needed Ensure pupil IEPs / behaviour plans / positive handling plans/ safe touch policy documentations are being routinely shared to all HLTas / supply teachers and new staff in school.
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Signed _____ (Headteacher)

Signed _____ (Chair of Governors) Date: _____

