

Everton Heath Primary School

Accessibility Plan 2020

Definition:

A special educational need can be any reason why a child has difficulty accessing his/her learning potential. The Equality Act 2010 states that a child has a learning disability if they:

- Have a significantly greater difficulty in learning at the usual rate than the majority of children in their peer group, either mentally or physically: or
- Have a disability which hinders or prevents them from accessing educational teaching and or facilities generally provided for children in the same age range within the local authority or Academy within the area they live or are being taught and may have a long term effect on them to carry out normal day to day activities

There must be no discrimination because a child comes from a home where language or the form of language is different from that provided by the school that is to teach them.

We believe that all children are entitled to a happy and full school life and want every child to have access to all aspects of learning and have access to both before and after school activities. We are committed to inclusion and have high expectations of all our pupils on reaching their full potential and becoming independent when they leave us and move on, whilst ensuring all of their Special Educational Needs are met.

The priorities of this plan are:

1. To increase the extent to which disabled pupils can participate in the school curriculum during the school day and before and after school activities:
 - Focusing on chosen areas of the curriculum
 - Co-ordinate with the priorities of the School Improvement/Development Plan
 - Led by those with curriculum responsibility within the school
 - Work in conjunction with partner schools both within the local authority and the Academy Trust
 - Draw on the expertise of external partners, e.g. speech and language specialists, educational psychologists
 - Accessibility facilities are available for use and will be reviewed as and when a child/adult with specific needs enters the school
 - Accessible toilet and ramps available in the school and to be accessed for use at all times when needed
 - Review the school's needs as and when the circumstances arise for a pupil/adult with learning needs joins the school

Key elements

- Focus on medium term planning – schemes of work across the curriculum
- Assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening
- Appropriate deployment of learning support assistance
- Activities outside the taught school day:
 - Playtimes
 - Movement around the school
 - Special events
 - Extra curricula activities – before school club and after school clubs
 - School trips

School has set the following overall priorities for increasing curriculum access where relevant

- Staff trained as appropriate to continue to strive to overcome barriers to learning
- Needs of all the children are met fully through the effective deployment and training of support staff
- SEND monitoring and assessment is ongoing
- Continue to provide a varied programme of extra curricular activities and enrichment suitable for all pupil
- SEND learning walks to be made regularly through the school buildings
- Full risk assessments carried out to ensure disabled pupils can join in all class activities, both learning and extra-curricular
- Classrooms are organised to achieve maximum independence for all children
- Events such as concerts, performances and sports day are inclusive and are adapted to suit all needs

Management, Co-ordination and Implementation

Management

- The Local Governing Board takes responsibility for the school accessibility plan
- The plan will be reviewed annually or sooner if building work or decorating is planned before the review is due or if a relevant pupil will be joining the school
- Co-ordinators will take account of the plan when reviewing schemes of work and resources
- The plan will be evaluated as part of the school's self review and evaluation cycle
- The parents and pupils views will be sought and will be taken into account when information is sent out. Information to parents will be made available in various formats or additional handouts, Braille large print etc where necessary and within an accepted time frame.

Co-ordination

- The following school documents will be used in conjunction with this plan:
 - Behaviour Management Policy
 - Curriculum Policies
 - Health and Safety Policy
 - School Improvement/Development Plan

- Special Educational Needs Policy
- Teaching and Learning Policy
- Equality Policies

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan

- The Headteacher is the lead person for the plan as delegated by the Local Governing Board
- Annual review of the plan by the Local Governing Board
- Include the priorities of the plan in the School Improvement and Development Plan, indicating clear timescales, necessary resources and outcomes
- The plan will form part of our self review and evaluation

Approved by LGB : _____ Signed : _____ Headteacher Signed : _____ COG