

Crockenhill Primary School



Accessibility Plan 2018 - 20

“Learning together, Working together, Achieving together”

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) and the ‘New SEND code of practice 2014.’.

As defined by the Equality Act, we understand a person with a disability to be identified as ‘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
- Incontinence
- 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** – building awareness of staff through training and development and heightening children’s 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:
	<ul style="list-style-type: none"> - Action planning following Premises inspection (Involving HT, Caretaker and governors) - Feedback from end of year Parental questionnaires - Regular SENCO/CT/Staff discussions regarding pupil need
	Summary of progress to date in the last 3 years:
	<ul style="list-style-type: none"> - Transition/introduction meetings for new parents to ensure needs are catered for - Timing of parental feedback altered - More opportunities for parental feedback - Reviewed access/parking to staff car park for parents - Play equipment and play areas reviewed and developed
	Objectives for improvement:
	<ul style="list-style-type: none"> - Ensure specific elements of the accessibility plan are reviewed at premises meetings - Develop playtime and lunch tie activities incorporating the new areas of the playground. Consider adult support, equipment and time tabling. - Monitor building works near KS1 playground, ensuring that the area is fit for purpose and aesthetically pleasing on completion.
Monitoring of plans:	
The plans will be monitored by the Governing body, the SEN governor, Head teacher, SENCO and other relevant staff.	

School Curriculum	Process for identifying barriers:
	<ul style="list-style-type: none"> - Monitoring of class teaching, learning support and impact on progress - Data analysis by teachers and SMLT at termly pupil progress meetings - Review of class provision map and individual SEND plans - Feedback and input from parents at consultation meetings - Feedback from End of year Parent evaluations - Use of external agency advice when supporting pupils in school - Governor visits
	Summary of progress to date in the last 3 years:
	<ul style="list-style-type: none"> - Improved monitoring of interventions and provision - Curriculum team development / Creative curriculum development - Promote the use of the class laptop/ ICT areas, the use of alternative recording methods depending on the needs of the chn. - Alternative resources available - Successful interventions and support as directed by SENCo and external agencies. - Development of Pupil progress meetings
	Objectives for improvement:
	<ul style="list-style-type: none"> -Staff training – Ipad / learn pad use / ICT to support all chn - Consider the forward plan for the ICT suite. - Provide training for CTs and TAs – Main stream core standards / questioning / dyslexia and dyscalculia friendly classrooms /

	- Continue to develop the monitoring of the foundation curriculum, coverage and standards.
	Monitoring of plans:
	The plans will be monitored by the Governing body, the SEN governor, Head teacher, SENCO and other relevant staff.

Support services	Process for identifying barriers:
	<ul style="list-style-type: none"> - Review of provision maps and interventions for pupils with SEN/D - 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 - Parental Support Advisor - Access to in school - Governor visits
	Summary of progress to date in the last 3 years:
	<ul style="list-style-type: none"> - Access to SENCO - Development of support for ‘Young Carers.’ - Pastoral support developed across the school including FLO, counsellors and in school support. - Improved connections with local support services and training - Increased FLO time supporting referrals to outside agencies and general parental support available.
	Objectives for improvement:
	<ul style="list-style-type: none"> - Continue to monitor and improve the pastoral support available in school. - Develop playtime and unstructured time support for those who have a need. - Increased availability for parents to access workshops to support key areas of their children’s learning - FLO to support school with attendance monitoring, provide feedback for SLT and headteacher. - FLO to support families with attendance issues.
	Monitoring of plans:
	The plans will be monitored by the Governing body, the SEN governor, Head teacher, SENCO and other relevant staff.

Awareness	Process for identifying barriers:
	<ul style="list-style-type: none"> - Observations of learning, pupil comments - Feedback from pupils, parents, staff and visitors - Curriculum and provision review - Feedback from external agencies - Governor visits

	Summary of progress to date in the last 3 years:
	<ul style="list-style-type: none"> - Improved access to external agencies - Assemblies to raise awareness of special days and events e.g - diabetes - Increased time to discuss worries, concerns and successes regarding provision and intervention with SENCO/ Pastoral support - PSHCE curriculum review - CT audit – all feel confident or supported. Some areas for future CPD – recognising SEN, Support specific types of SEN.
	Objectives for improvement:
	<ul style="list-style-type: none"> - Continue to review 'PSHCE curriculum' - Revise 'Mainstream core standards' with all staff - Audit staff SEN skills for future planning - Consider how the needs of children are communicated to all staff
	Monitoring of plans:
	The plans will be monitored by the Governing body, the SEN governor, Head teacher, SENCO and other relevant staff.

Communication	Process for identifying barriers:
	<ul style="list-style-type: none"> - Feedback from pupils, parents and other users including School Association, email, questionnaires. - Feedback from external agencies - Review of Provision maps or Education Plans for pupils with SEN/D - Reducing parental involvement and participation in school events
	Summary of progress to date in the last 3 years:
	<ul style="list-style-type: none"> - Pro-active parent contact by SENCO to ensure parents of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes - More opportunities for parents views to be collected – coffee morning, policy consultation, information meetings - Improved termly communication through newsletters and text messages - Regular information displayed on the school website - Reminders sent home via text messages
	Objectives for improvement:
	<ul style="list-style-type: none"> - Continue to improve SEND information sharing with parents - Continue to develop the use of the website to share information
	Monitoring of plans:
	The plans will be monitored by the Governing body, the SEN governor, Head teacher, SENCO and other relevant staff.

To be reviewed: June 2020