



## Amington Heath Primary and Nursery Accessibility Plan 2020-2023

### Section 1: Vision statement

#### **Purpose of the Plan**

The purpose of this plan is to show how Amington Heath Primary and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils. Amington Heath Primary and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

We take advice on support needed for children with disabilities and medical issues and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools and external agencies.
- Disabled pupils have access to extra-curricular activities.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy

- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

### **Review and Evaluation:**

Charlotte Davies (Head teacher) and Rebecca Fennelly (Inclusion Manager) have responsibility for the plan. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in November 2020. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans

## ACCESSIBILITY ACTION PLAN 2020-2023

	<b>Area for Development</b>	<b>Action</b>	<b>People/ resources</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring Method. Who? How?</b>
1	To improve the progress for children with communication and language difficulties	<p>SALT support across school to upskill staff through, deliver training and deliver 1-1 therapy.</p> <p>Identified /trained TA's by SALT therapist to deliver targeted SALT interventions.</p> <p>Whole School Welcomm Programme to follow the cycle of Assess , Plan, do ,review to help raise attainment for EYFS, KS1 and KS2.</p> <p>Language rich curriculum-</p>	<p>All staff involved led by SLT</p> <p>SALT Team</p> <p>SENDCo</p> <p>Autism Outreach</p> <p>WELCOMM</p>	<p>Review Termly through Assessment cycles</p>	<p>Training and Support received and has impact</p> <p>Data from WELCOMM shows progress.</p> <p>Reduced number in SALT referrals due to WELCOMM</p> <p>Positive Feedback from SALT Therapists</p>	<p>RF to analyse the impact of Welcomm and SALT interventions.</p> <p>SALT Team to review and assess case load children.</p> <p>RF and SALT Team to discuss children regularly</p>
2	To improve the progress and	RF/Autism Outreach Team to conduct a sensory Audit	SENDCO	Autumn Term 2020	Amington Heath remains a fully	RF to analyse the impact of Audit and

	<p>participation for pupils with sensory and or physical difficulties</p>	<p>of the school .Implementation of recommendations if appropriate.</p> <p>Develop fine motor and gross motor groups across school if as necessary.</p> <p>Use ICT to support children with their sensory needs for example Widgets (if appropriate)</p> <p>One Page profiles to share information about Sensory needs.</p> <p>Site manager to access school grounds</p>	<p>AOT</p> <p>All staff to support pupils with sensory and physical difficulties</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Annually reviewed termly.</p> <p>Ongoing</p> <p>Daily in Risk Assessments</p>	<p>Inclusive Environment for pupils who have sensory and or physical difficulties</p>	<p>what steps have been taken.</p> <p>Pupil and parent voice</p> <p>Provision Map</p> <p>Learning Walks</p> <p>Learning Walks Through Observations</p> <p>RF to monitor and staff and SENDCO to update when needed.</p> <p>SLT to monitor. Risks shared in Staff meetings and briefings. This to be included in Minuets.</p>
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3	<p>To ensure smooth transition of all pupils with SEND</p>	<p>Transition of information to secondary and visits.          Meetings with secondary staff          Agencies to help support /plan transition visits.          Support parents /pupils with transition concerns/worries          Develop use of One page Profiles          Handover meeting of safeguarding meetings to discuss children at risk- New Starters –SLT to liaise with previous School .</p>	<p>RF</p>     <p>All Staff</p>    <p>CD,JM ,RF</p>    <p>RF</p>	<p>Ongoing</p>	<p>Transition is effective and supports SEND needs.</p>	<p>Planned meeting and information Shared.</p>  <p>Hand over of information</p>  <p>One page Profiles created by staff and SENDco</p>  <p>Meetings timetabled</p>  <p>Minutes of safeguarding meetings</p>
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4	To improve the attainment and participation of pupils with social, emotional and mental health difficulties,.	<p>High quality pastoral support which supports children's mental health.</p> <p>Regular Staff training in mental health ensure children get support and help needed promptly.</p> <p>Children with SEMH needs are discussed with safeguarding team and SENDCo. Referrals made to relevant agencies for support.</p> <p>Parent signposted to relevant workshops, agencies, support groups.</p> <p>Social Groups and 1:1 support.</p> <p>Use of Emotional coaching through a range of resources such as regulation stations/positive behaviour plans</p>	All Staff involved led my SEMH leads.	Ongoing	<p>Children's needs are identified and supported.</p> <p>Improved attainment and progress for SEMH SEND students</p>	<p>Evidence of CPOMS</p> <p>Provision Maps</p> <p>Intervention records of groups</p> <p>Boxall profiles</p> <p>Number of referrals</p>
5	To improve the provision of ICT equipment for pupils with SEND	<p>Update Apps on I pads which enable accessibility and are SEND friendly</p> <p>Gradually build up stock so SEND pupils can access more and more frequently</p> <p>Use of ICT Interventions to support cognitive development</p> <p>SENDCo share good practice of how ICT can be used to support SEND learners</p>	CW Technology Team SENDCo	Over 2 years	<p>ICT is used to support SEND learners and has impact.</p> <p>ICT is used to develop independence.</p>	<p>SENDCo measure impact of interventions that use ICT</p> <p>Regularly review and look for resources to benefit SEND learners</p> <p>Learning walks -observations -Provision Maps</p>

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