



SEND Accessibility Plan 2016 - 2019

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Context

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School vision



"In the love and truth of Jesus we grow"



We welcome all children to the community of St. Aidan's and work hard to ensure that their time at St. Aidan's is happy and fulfilling enabling them to grow in the love and truth of Jesus. St Aidan's is a faith centred school that recognises that everyone is unique made in the image of God. We are an inclusive school that cares and supports everyone. We have high expectations of our pupils and we like to celebrate their successes. We encourage all to achieve their best and aim to help them do this by providing a challenging and creative curriculum. We encourage our pupils to care for each other and others in the wider community by living out the Gospel values. We cherish the trust that our parents have placed in us and aim for the very best for every child. It is essential that the school and home work together in partnership.

At St Aidan's, "Every Child Matters" – we strive to enable our pupils to:

Be healthy;
Stay Safe;
Enjoy and Achieve;
Make a positive contribution and
Achieve economic well-being.

St Aidan's Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

St Aidan's Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

We currently have 250 mainstream pupils in Reception to Year 6 on roll with 31 part time pupils in our nursery.

The proportion of pupils with SEND Support is just below national average whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

This plan will be reviewed at least every 3 years. The policy will also be reviewed subject to the changing needs of individual pupils.

Accessibility Plan from September 2016-2019

| Curriculum | | | | | |
|---|--|---|--|--|---|
| Priority | Action | Timescales | Resources | Responsibility | Monitoring and Evaluation |
| Establish resources, expertise and a range of support networks for staff (including occupational therapists, educational psychologist, physiotherapists, sensory support service) | Meet with Andrew Scott to establish new system of SEND support and resources within our partnership. Develop action plan. Share with all staff. | September- Meet AS Action plan to staff by Dec 2016 | Staff training Action plan | AS SENDCO SEND Governor | Record support given and monitor delivery of support in school. |
| Review the impact of current resources, interventions and provision for SEND to improve access to the national curriculum. | SLT/SENDCO to investigate and evaluate Closing the gap strategies, resources and intervention that SEND children receive in school. Use termly data to track individual children's progress. | Review SEN progress with each class teacher at pupil progress termly interviews with HT and SENCO | Budget allocation for assessment system and training | HT SENDCO | SEND Governor- Identify case studies to support good practice. |
| Adapt the curriculum to meet specific pupils' SEND. | Review SEN progress with each class teacher at pupil progress termly interviews with HT and SENCO Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan All co-ordinator's to review their subjects focused on accessibility for SEND. | Termly pupil progress interviews from Sept 2016 Annual review July 2016 | Budget allocation for SEND provision. | LITERACY/NUMERACY Co-ordinators Co-ordinators of all subjects SENDCO SEND Governor | Develop case studies to monitor the success of adaptations. |

Curriculum

| Priority | Action | Timescales | Resources | Responsibility | Monitoring and Evaluation |
|--|---|---|---|---|---|
| Further develop the use of ICT to support all children's needs. | Work with ICT SLA to ensure ICT resources support children's needs. Look at ways to increase access for all to the curriculum via ICT. Training for all staff on the opportunities ICT can offer for all pupils. Increase the number of iPads in school to improve access for children. | September 2016 ongoing | Budget allocation for iPads, software ICT SLA | HB Class teachers | Develop case studies to monitor the impact of ICT. |
| Ensure equal access to educational visits and other out of school activities. | Review Educational visits policy. Educational visits equal in policy and practice. All planning includes opportunities for all pupils to take part and achieve. | Ongoing | Educational visits policy | Class teachers to deliver HT to monitor | HT |
| Individual health plans identify potential barriers to full participation. | Review of current plans. Discussion with class teacher, SENDCO and HT@ termly pupil progress meetings. | Review at termly pupil progress meeting starting Sept. 2016 | Inclusion wheels Health plans | HT SENDCO Class teachers | Monitored and reviewed at termly pupil progress meetings. |
| Identify the SEND needs of the current year 5's at St Benedict's to inform provision for the transition to Primary. September 2017 | Liase with JB- St Benedict's SENCO. Identify potential barriers to learning for individuals. Organise resources prior to September 2017 | Termly meeting with St Benedict's from September 2016 | Budget allocation | SENDCO at St Aidan's and St. Benedict's | Monitor year group – Spring and Summer Term 2017 |

| Physical Environment | | | | | |
|--|---|---|--------------------------------------|----------------------|--|
| Priority | Action | Timescales | Resources | Responsibility | Monitoring and Evaluation |
| Ensure that the Primary building is fully accessible for SEND. | Organise site visit and evaluation of accessibility. | September 2016- Action the changes to be made. | Budget allocation | HT | Action plan for site |
| Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access) | Checklist to be developed and shared and actioned with governors and staff. | From September 2016 | Budget allocation | HT Caretaker | H & S Governor SEND Governor |
| Improved staff awareness of responsibilities re. accessibility | Clear expectations for individual responsibility RE accessibility developed. Communicate expectations to all staff. | Expectations to be shared with all class teachers at termly pupil progress discussion. Sept 2016 HT to share with TA's, Lunchtime supervisors, office staff and caretaker. | Time to develop expectation document | SENDCO HT | HT- learning walks |
| Evaluate user experience. | Involve school council. Identify users with physical needs and investigate accessing the school site. Repeat the exercise annually (St Benedict's site – Summer Term 2017) with school council, raising awareness of SEND and supporting pupils to take responsibility for improving the environment. | Ongoing | Transport costs to St Benedict's | HT School Council | Report form school council. Follow up- HT, caretaker |

Accessibility of information

| Priority | Action | Timescales | Resources | Responsibility | Monitoring and Evaluation |
|---|--|------------------------|---|----------------------|---------------------------|
| Children with known SEND are identified before starting school. | Liase with Early Years settings, parents and related professionals to establish provisions needed in advance of the child starting school. | September 2016 ongoing | Support and resources in place before the child begins school | SENCO HT | SENCO HT |
| All parents and children are able to share information with the school. | <p>Identify support from LIST to assist with communication\ translation issues.</p> <p>Staff to receive makaton training as required.</p> <p>All school brochures, newsletters and information are available in alternative formats if requested and available on the website.</p> | September 2016 ongoing | Alternative formats of information | HT Office Manager | HT |