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## Accessibility Policy

Spring 2017

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### Summary

This policy is based on our current assessment of accessibility for pupils with SEND.

Author's Role	Assistant Headteacher
Date	Spring 2017
Internal Review Date	Spring 2019
Official Review Date	Spring 2019

## Accessibility Plan

Adopted: January 2014

Review date: January 2017 ..... Next review January 2019

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children aged three years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Fieldhead Carr Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The school's special educational needs policy and publication of equality information and objectives can be found and accessed via the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training	Nurture Group Training- Develop staff's knowledge and skills in working with children who have social, emotional and mental health difficulties.	Improvements in the provision provided for children who have social, emotional and mental health difficulties. Members of staff have increased confidence and skills in working with children who have social, emotional and mental health difficulties. Children with social, emotional and mental health difficulties make accelerated progress within the curriculum areas of reading, writing and mathematics.	Develop staff knowledge and skills in working directly with children with communication and interaction needs.	Improvements in the provision provided for children with communication and interaction needs. Members of staff have increased confidence and skills in working with children with communication and interaction needs.	Develop staff's knowledge and skills in supporting pupils with acute SEMH needs.	Improvements in the provision provided for pupils with acute SEMH needs. Members of staff have increased confidence and skills in working with pupils with acute SEMH needs.
Teaching and learning	Develop effective same day interventions to accelerate the progress of lower ability pupils in reading, writing and maths.	Pupils access Same Day interventions to support learning in English and Maths	Ensure that the impact of interventions are regularly assessed and reviewed through RAPS and PPMs and that interventions and groups are adjusted accordingly to meet pupils changing and developing needs.	Interventions are responsive to pupil need on a daily basis	Ensure that tracking of pupils with additional needs and those working below expected levels are tracked effectively	Pupil progress is evident through the use of B Squared and is monitored on a regular basis in line with the monitoring cycle.

School estate – minor capital expense	Improve the learning environment for all pupils throughout school- displays and interactive resources.	All pupils regardless of needs able to access information or resources from the learning environment to enhance all areas of learning within the classroom.	Ensure staff/volunteers/visitors with back problems have the right height chairs, supports and cushions.	Adults able to perform work tasks through reasonable adjustments to work place environments.	Raise standards in core areas	New teaching resources purchased and used to enhance English and maths. Use of novel study approach to enhance English curriculum throughout school and Maths No Problem to be embedded throughout.
School estate – major capital expense	External ramps to be installed around external building.	Enhance accessibility in place for Children with mobility needs.	School expansion project starting July 2017 will be DDA compliant	All pupils will be able to access all areas of the new school building.	Foundation Stage Sensory Room within Foundation Stage.	Ensure that children with sensory needs within have the correct provision in place.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.