

Access Plan

Rationale

Under the SEND Code of Practice, 2014, the Governing Body of West Bretton Junior and Infant School is required to:

- ensure that there is no direct or indirect discrimination, harassment or victimisation towards disabled pupils
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers
- anticipate what the future needs of disabled pupils may be, and consider what adjustments can be made to prevent any disadvantage to them

This plan sets out the proposals of the Governing Body to ensure access to education for disabled pupils in these areas of planning:

- Curriculum: the extent to which disabled pupils can participate in all aspects of the school curriculum
- Physical Environment: consideration of the physical environment of the school, to ensure that disabled pupils can take advantage of all educational opportunities
- Information: ensure that all information is fully accessible to pupils with a disability
- Outcomes: ensure that pupils can achieve the best possible outcomes, including tests/exams and end of key stage results, and achievements in extra-curricular activities

Definition

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

It includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past, (for example, cancer recoverers and people with a history of mental illness), they are still covered by the legislation for the rest of their life.

West Bretton: Context

As a small primary school, with very few pupils deemed as having a 'disability' under the above definition, the school has audited its strengths and weaknesses in working with disabled pupils.

- In areas of the curriculum where current disabled pupils have limited access, e.g. some aspects of PE, including swimming, specialist or alternative provision is made.
- Additional equipment is made available to those who would benefit from them e.g. Thera-putty, writing slopes, pencil grips, coloured overlays, fiddle-toys, etc.
- The only part of school to which current disabled pupils have limited or no access is upstairs in the staff room, and this is mainly out of bounds for all children.
- In 2006, the school building was altered to provide a specialist treatment room for any children needing specific support e.g. physiotherapy or 'time-out'.
- There are 2 disabled toilets, and ramp access to the school building.
- Classroom furniture and equipment is adapted to meet the needs of pupils with a disability

- Any children on the school disability register are given opportunity to choose and participate in extra-curricular activities (in or out of school hours).
- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning and teaching, behaviour and anti-bullying policy, risk assessment procedures, time-tabling, and the administration of medicines.

Views of those consulted during the development of the plan

The plan is informed by:

- The priorities of the local authority.
- The views and aspirations of children with a disability
- The views and aspirations of the parents of pupils with a disability

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be held at the beginning of each academic year between the Head teacher, class teachers and the staff member responsible for the Accessibility Plan, (SENCo), to plan for the needs of any child on the school Disability register.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform provision for these children.
- Curriculum Review discussions, and Investors in Pupils reviews will contain a consideration of curriculum access issues relating to the access of children on the school disability register, and the availability of disabled role models, the representation of disabled people in books and teaching materials, and the inclusion of disability issues in the curriculum
- Regular Monitoring of access to extra-curricular activities by children on the school disability register; clubs, residential etc
- Lesson observations will include a focus on access for children on the school disability register
- Identifying current training needs for staff, and implementing a planned programme of CPD to update staff on availability and use of resources, and strategies and procedures to ensure that pupils with a disability are being comprehensively catered for
- At least termly monitoring of TA support to enable inclusion of children on the school disability register in subject areas in which they require support, as identified in that child's individual access plan
- In the instance of a pandemic, provisions will be made for those children who cannot attend school. This includes regular contact from school; involving live teaching, one to one communication with the class teacher and home learning being sent home for children to complete.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has set the following overall priorities for increasing curriculum access:

- Appropriate, easy access to the disabled toilets, washing and changing facilities
- Where appropriate, children will be provided with information presented in a way appropriate to their needs, including:
 - Use of pastel paper or coloured overlays for dyslexic students.
 - Large print and audio formats as required.
 - Home / School book for students with a physical difficulty, or with communication difficulties, as appropriate.

Management, coordination and implementation

The school Access Plan should be read in conjunction with the:

- School Improvement Plan
- SEND Information Report
- SEN policy
- Financial Management Policy
- Health and Safety Policy

- Behaviour Policy
- School Prospectus

The school Access Plan will, where appropriate be co-ordinated with the Local Authority Access Plan, Social Services, and other relevant health agencies. The Governing Body takes responsibility for the school Access Plan

- The Access plan will be reviewed and revised annually by the Governing Body
- The review will include an analysis of data monitoring, to evaluate the outcomes of pupils with a disability
- The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

The school has set the following overall priorities for increasing curriculum access:

The school accessibility plan will be fully integrated into the:

- SEND Information Report
- SEN policy
- Financial Management Policy
- Health and Safety Policy

Availability of the school's Access Plan

The School Access Plan will be available on the School Website so that staff, governors, parents and children may have access to it.

The School Access Plan will be available as a paper copy to which any child, parent, or outside agency may have access.

The school has set the following overall priorities for increasing curriculum access:

- School Access plan to be available on the School Website
- School Access plan will be available as a paper copy

Updated: July 2021

Review Due: July 2022