

Snape Primary School Accessibility plan 2020-2023



Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Snape Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Snape Primary 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.*

Documents and policies

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

- *Curriculum policy*
- *Equality Objectives*
- *Equality Statement*
- *Staff development policy*
- *Health and Safety Policy*
- *Special Educational Needs Policy*
- *Behaviour Policy*
- *School Development plan*
- *Asset Management Plan/ Suitability Survey*
- *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 on request from Jo Hurren in the school office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Snape Primary School will address the priorities identified in the plan. The plan is valid for three years 2020-2023. It is reviewed annually during our Autumn review cycle.

Section 2: Aims and objectives

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

OBJECTIVES STATE SHORT, MEDIUM AND LONG-TERM OBJECTIVES	ACCESSIBILITY PLANNING CODE (C, E, I)	ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To improve provision for pupils with SEND.	C, I	<ul style="list-style-type: none"> • Audit • Training 	Audit of experience, training and confidence and CPD needed.	SENCo	Nov 2020	Audit Training and support
To improve the provision of ICT equipment for pupils with SEND	C, I	<ul style="list-style-type: none"> • ICT 	Teachers to be given training to use Text Ease, talk cubes and the dictionary/thesaurus app on I Pads Purchase Echo Dots for each class for over learning support	SENCo/ ICT lead and all CTS	July 2021	Evidence of ICT equipment being used in lessons more effectively in drop ins and obs. Pupil responses+ accessing independently

To improve the progress and participation for pupils with sensory and or physical difficulties	C, I, E	<ul style="list-style-type: none"> • Develop fine motor and gross motor groups across school 	<p>Gym Trail continues to develop fine and gross motor skills</p> <p>Provision maps highlight need and names put forward to SENCO for those in need to enable bespoke programme with activities to support their needs.</p>	SENCo and LD	<p>Annually in Sept Ongoing</p> <p>Annually reviewed termly. Sept 2021</p>	<p>Pupil profile</p> <p>Provision map and observations</p> <p>PE lessons and forest school pupil obs</p>
To improve the progress and participation / for pupils with cognition and learning difficulties.	C, I	<ul style="list-style-type: none"> • Staff training on differentiation • Widget training. • In reach support from Inclusion team 	<p>Deliver INSET training to support SEND knowledge and strategies to differentiate.</p> <p>Ongoing training for all staff.</p> <p>Staff can do a request for support form outlining the provision they have provided so far, what has worked, what hasn't worked.</p>	SENCo	Ongoing	<p>All staff attending INSET. Evidence in lessons.</p> <p>TTD</p> <p>Request form submissions and support offered</p>
To improve access into writing and reading	C	<ul style="list-style-type: none"> • Overlays • pastel mini white boards 	Able to access independently-choose coloured white board. Choice of overlay to read with	CTS	Ongoing	Handwriting improvement greater reading skills and pupils responses

To improve the progress for children with communication and language difficulties	C, I	<ul style="list-style-type: none"> • Speech +:therapist (SALT) to develop staff skills • SALT to work with individual pupils 	SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need	G O-L SENCo, JK	ONGOING Spring term annually	Development of SALT across school through training. Provision map + <i>class progress</i>
To improve the attainment and participation of pupils with social, emotional and mental health difficulties,.	C, I	<ul style="list-style-type: none"> • Signpost parents to support • Continue with ELSA supervisions • Learning nurture group started 	<p>Weekly staff meetings discuss children impacted by SEMH i</p> <p>ELSA gp Friday afternoons</p> <p>SP to set up nurture groups in response to learning needs-CTs put pupils forward during weekly staff meetings</p>	<p>CTS</p> <p>BH</p> <p>SP</p>	<p>Ongoing</p> <p>From Oct 2020</p>	<p>Provision map</p> <p>Starting point assessment to end of ELSA course shows positive outcomes Greater independence and resilience</p>