

GREYSBROOKE PRIMARY SCHOOL



ACCESSIBILITY PLAN AND EQUALITY OBJECTIVES

Accessibility Plan

Adopted: May 2022

Review date: May 2025

Definition of special educational needs:

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

The SEN Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above 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.

Definition of special educational provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Greysbrooke Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure 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 provision that our school has in place to support 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 are particular to students

with SEND, and 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 the full provision that our school has in place to support pupils with SEND.

1. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Headteacher, Senior Leaders and Subject Leaders together with the SENDCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision

- ensuring that any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

Equality Targets to Improve Curriculum Access at Greysbrooke School

Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.

Target	Strategy	Outcome	Timeframe	Achievement
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing April 2022 to April 2025	Increase in access to all school activities for all pupils
Classrooms are optimally organised to	Review and implement a preferred	Lessons start on time without the	September 2022	Increase in access to

promote the participation and independence of all pupils	layout of furniture and equipment to support the learning process in individual class bases	need to make adjustments to accommodate the needs of individual pupils		the National Curriculum
Whole school training is planned in advance to support the primary needs of students with SEND. Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training: whole school and departmental .	CPD cycle planned in over the year to address pupils needs	Staff are upskilled and knowledgeable about how to support children with specific needs	Termly	Improved outcomes for SEND pupils in both academic and SMSC
Quality assurance and	SEND adaptations identified on	Improved access and	Termly/Ongoing	SEND children know more,

<p>assessment cycles prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike. This may include the use of diagnostic assessments, or external professional advice.</p>	<p>snapshots and GSPs. Monitored by SLT and SENDCo</p>	<p>engagement in curriculum</p>		<p>do more and remember more.</p>
<p>Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural systems, time out cards, early lunch or exit passes.</p>	<p>A SEND toolkit is used in each class. Manipulatives are available to all SEND children</p>	<p>Improved accessibility of tasks.</p>	<p>Ongoing</p>	<p>SEND children are actively engaged in learning and are able to access all tasks and activities</p>

<p>Similarly, staff with asthma may be excused of some duties, in weather likely to exacerbate their condition.</p>				
<p>Appropriate curriculum pathways are available for students with disabilities (including temporary disabilities such as a broken leg) and subject leaders make adaptations to core programs of study.</p>	<p>Dynamic risk assessments in place allowing for organically adaption of lessons to meet the needs of all learners.</p>	<p>Staff know expectations and all children can engage in activities appropriately.</p>	<p>Ongoing</p>	<p>All children can access a full curriculum.</p>
<p>Preparation for formal access arrangements for examinations: reasonable adjustments are</p>	<p>Pupil progress meetings are used to regularly review appropriate arrangements are made</p>	<p>All children are given the opportunity to succeed.</p>	<p>Ongoing.</p>	<p>Improved summative assessment outcomes for children with SEND.</p>

implemented as part of classroom practice for all testing.	following guidelines. Including but not exclusively, additional time, a quieter room, readers and a scribe.			
--	---	--	--	--

Improving the Delivery of Written Information

At Greysbrooke we aim to make written information provided to the pupils such as handouts, timetables and information about school events available to those with a disability and/or including those with significant low reading acquisition levels. This might include large print, the use of ICT, pictorial representations and the provision of information orally. We take account of pupils' disabilities and their views about their preferred means of communication.

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing as needs arise	Delivery of information to disabled pupils improved

<p>Make available school brochures, school newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>All school information available for all</p>	<p>Ongoing as needs arise</p>	<p>Delivery of school information to parents and the local community improved</p>
<p>Incorporation of appropriate colour schemes, to benefit in particular students with SpLD/visual impairment and sensory needs.</p>	<p>Coloured paper and backgrounds utilised where required.</p>	<p>All children can access written material.</p>	<p>Ongoing</p>	<p>Engagement improved across the curriculum and for all ages and abilities.</p>
<p>Research the services available through the LA for translation services and for converting written information into alternative formats.</p> <p>Academy website to include google</p>	<p>Regularly review services available.</p>	<p>All children and parents can effectively access written information, including the curriculum.</p>	<p>Ongoing.</p>	<p>EAL children and families access the curriculum and all information provided.</p>

translate function for different languages.				
---	--	--	--	--

2. Improving the Physical Access

Improved access to the physical environment of the school, adding specialist facilities as necessary and physical aids to access education.

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- adaptations to school policies and procedures
- adaptations to the physical environment of the school
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support
- appropriate seating and lighting

Target	Strategy	Outcome	Timeframe	Achievement
Safe and accessible site for all adults and children.	Ensure the physical area is inspected, to ensure it is clear for all to navigate around the building safely.	All children and adults can move around the site safely.	Ongoing.	Reduced number of accidents. All adults and children can access all areas of the school site.

Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels.	Clear channels are developed for communication.	All reasonable adjustments are made in a timely fashion.	Ongoing.	All reasonable adjustments actioned within a timely manner.
Classrooms and common areas in school such as toilets, library and hall, are organised to promote the participation and independence of all students and consideration is given to acoustics, space, ventilation, lighting, temperature and gender.	Regular site and learning walks to check environment is conducive and inclusive to learning and promotes actively engaged learners.	Independent and engaged children.	Ongoing.	All children, including those with SEND, are able to access all areas independently.

Meeting the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

Target	Strategy	Outcome	Timeframe	Achievement
---------------	-----------------	----------------	------------------	--------------------

<p>SEND audits are conducted and information is updated, which includes student, parent/ carer and governor voice.</p>	<p>Annual audits completed. GSP and EHCP reviews include parent and child voice.</p>	<p>Collaborative approach where all partners have a voice.</p>	<p>Annually, May</p>	<p>Collaborative approach improves outcomes for all children.</p>
<p>There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a personalised plan (GSP or EHCP) or care plan stating what reasonable adjustments are needed.</p>	<p>Annual review of provision. Termly SEND register review. GSP or EHCP for all children on the SEND register.</p>	<p>Improved outcomes for SEND children</p>	<p>Ongoing</p>	<p>Children with SEND know more, do more and remember more.</p>
<p>Keep SEND register and GSP/EHCP information up to date to identify students with SEND for staff to access.</p>	<p>SEND register regularly reviewed and updated. SEND is a regular agenda point at staff meetings.</p>	<p>A dynamic SEND register which shows impact of intervention.</p>	<p>Ongoing</p>	<p>All records are accurate and up to date.</p>

Implement specific and targeted CPD for individuals and groups such as Governors and new staff induction.	Planned CPD for new staff.	All new staff are well briefed and understand their role regarding SEND.	July inductions each year and with new mid-year staff Annual Governor training	Effective implementation of policy.
Review existing opportunities for students, staff and parents to participate in management and governance (for example School Councils) & consider how all people may be encouraged to participate.	All year groups have active members of the School Council and other management groups.	Management groups have an impact on improving school for all children.	Annually	Strong school council roles linked to British Values.
Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	SLT regularly monitor My Concern using the report function.	Trends identified and actions put in place to mitigate.	Termly	Appropriate support in place for children at centre of concerns.
Improve recruitment process to ensure applicants with SEND are	Include key questions into interview	Strong and robust recruitment process	Ongoing	A strong staff who understand the adjustments

aware of required duties and reasonable adjustments can be planned in advance if needed.	Process. HR actively involved			required to support all children.
Identifying and displaying positive images of people with SEND in the school.	Displays linked to school values and British Values.	Values are strongly embedded to support all children.	Ongoing	Raised profile of diversity across the school.

This accessibility plan will be evaluated every three years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by

E Ballinger

Headteacher

Date: May 2022

R Storer

SENCo / DHT

Date: May 2022