



## Accessibility Plan 2023-2026

### Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.

This plan will be reviewed formally every three years by the Governing Body but will be monitored and updated regularly by the Headteacher and the SENDCo.

### Definitions of SEND

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

'has significantly greater difficulty in learning than the majority of others of the same age or, has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND Code of Practice 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that 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. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant

overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND Code of Practice 2014)

### **The Equality Act 2010**

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measureable. (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND Code of Practice 2014)

### **The Accessibility Plan should be read in conjunction with:**

1. The LA Admissions Policy.
2. The School Website
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.

## **The Accessibility Plan**

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND Code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement / EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

## **The Accessibility Action Plan 2023-26**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

### **Current Position**

- The school building and outside play areas are accessible for those with physical difficulties.
- There are two accessible toilets.
- The school is well equipped with a range of learning aids.
- Teaching assistants are trained to support pupils using a range of intervention and therapy programmes.
- The Safeguarding Team and SENDco support vulnerable pupils and their families.
- We are supported by a Speech and Language Therapist, Cognition and Learning teacher and Inclusion Team, who work in close partnership with school staff.
- The Ethnic Diversity Service support our school in sourcing translators for children who speak English as an additional language and provide support for staff to adapt teaching and learning.
- Regular training is provided for SEND, diabetes, anaphylaxis, managing medical needs and there are a high number of trained first aiders.
- This plan has been reviewed by Governors and is used to inform any subsequent alterations and adaptations.

Development	Time	Outcomes/cost implications	Key Personnel
Promote equality and tackle any form of discrimination.	Ongoing	All children are treated equally and any kind of discrimination is tackled instantly. Equal opportunities are discussed at all staff levels and procedures in place to report any incidents of discrimination. New initiatives always take account of equality and diversity.	All staff
<b>Gathering Information</b>			
Questionnaire/induction for new staff and starters to establish disabilities.	Given to new staff and parents.	As result ensure appropriate provision in place. Necessary amendments to the Equality Action Plan as a result of information gathered from findings.	SLT
Monitoring of SEND – Inclusion Meetings/pupil voice/planning and work scrutiny/observation of TAs/tracking etc.	Termly	Address any issues raised.	Inclusion Team/staff
Monitor and track groups of children to ensure equality of access/progress across the curriculum.	Ongoing and termly	Termly progress meetings. Feed back to Governors.	SENDCO/SLT
Obtaining and transferring of data regarding pupils who have disabilities to aid forward planning.	Ongoing	Rigorous processes leading to smooth transition.	SLT
Review attendance and exclusion data to ensure no	Ongoing Termly	Make any appropriate adaptations necessary to allow access for all.	

<p>over-representation of each group.</p> <p><b>Physical Access</b> Consider any physical access issues, particularly for new pupils.</p> <p>Monitor access issues for children with a disability, use/suitability of toilets, suitability of changing facilities and dining arrangements.</p> <p>Ensure specialist equipment or playground equipment is purchased for individual needs.</p> <p>Consider requesting disabled parking bay to be put in the front of the school.</p> <p><b>Curriculum</b> Throughout the teaching of our curriculum we ensure that equality of opportunity and diversity are promoted.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Termly – Pupil Progress meetings Inclusion meetings Ongoing Termly meeting</p>	<p>Monitor regularly and address issues as arise.</p> <p>Specialist equipment is provided as necessary.</p> <p>Disabled parking bay in place if needed.</p> <p>Ensure the curriculum promotes equality and diversity. Values driven curriculum – 6 Core Values of GMIS Think Equal – EYFS 1Decision – KS1</p> <p>Other appropriate adaptations considered for identified pupils</p> <p>Attendance Officer, EWO and HT to analyse data and address in line with Attendance policy.</p>	<p>SLT/SENDCO</p> <p>SLT/SBM</p> <p>SLT/all staff</p> <p>SBM</p> <p>SENCO/ HT's of Infant and Junior schools, links with feeder nurseries.</p> <p>SLT/All teachers</p>
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<p>Analyse achievement and attainment to ensure progress for all.</p>			SLT
<p><b>Information access</b></p>			
<p>Update school website and ensure access to policies for all.</p>	Ongoing	Accurate information in place and accessible.	SLT/all staff
<p>Provide any access requirements identified by parents on questionnaires; they may need e.g enlarged print for newsletters, translators, communication via telephone.</p>	Ongoing	<p>Ensure all have access to information as necessary.</p> <p>Monitor policies/ information given and ensure they reflect equality and diversity policies. Protected Characteristics are threaded throughout PSHE lessons.</p>	
<p>Ensure relevant policies/ information given reflect equality and diversity policy.</p>	Ongoing	Impact on attainment of pupils eligible to receive PP funding.	
<p>Publish Pupil Premium information.</p>	Annual		
<p>Public Sector Duty Policy to be reviewed annually.</p>			
<p><b>Staff Training</b></p>			
<p>To ensure that all staff are trained to support pupils with ASC and communication difficulties.</p>	Ongoing	<p>Stockport's Adaptive training completed by SENDco. SLT and SENDco to plan delivery to staff during 2024.</p> <p>Support and regular training delivered by Inclusion Team.</p>	SLT/all staff

<p>All staff to be trained in de-escalation strategies and appropriate restraint.</p>	<p>Ongoing</p>	<p>Inclusion Team delivered staff training and all members of staff attended Team Teach course.</p>	<p>SLT/all staff</p>
<p><b>Monitoring</b></p>			
<p>Pupil's progress is monitored and tracked. Specific groups considered.</p>	<p>Termly</p>	<p>Track groups of pupils through the school and ensure all groups are progressing well.</p>	<p>SLT/all staff</p>
<p>Quality assurance procedures; learning walks, lesson observations, monitoring of planning, talking to the children, ensure the school meets its duty to positively promote diversity.</p>	<p>Ongoing</p>		