



Accessibility Plan 2021-2024

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have: total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term				
<p>Graduated Response –</p> <p>Staff to develop their knowledge of the Graduated Response and how Universal Provision impacts the level of support given to children with additional needs.</p>	<p>Teaching staff to undertake CPD staff meeting with regards to the Graduated Response and how it links to our classroom practice with a particular focus on Assess, Plan, Do, Review (APDR).</p> <p>Staff to be introduced to an ‘Initial Concern Form’ this will be used to raise any concerns pertaining to SEND.</p>	<p>Staff to have a greater working knowledge of the Graduated Response and how it allows us as a school to both identify and support children with additional needs.</p> <p>Provide staff with the tools to review bet practice approach to our Universal Provision in order to support the needs of all pupils.</p>	<p>Summer Term 2021</p>	
<p>To provide all children on roll with access to high quality resources at the point of need.</p>	<p>Resource Audit – SEND team to initiate a resource amnesty.</p> <p>SEND team to audit and catalogue the school’s SEND resources.</p> <p>SEND team to create a library of resources in order to catalogue provisions.</p> <p>Booking and tracking system in place.</p>	<p>High quality SEND resources will promote equality of opportunity and equity within the classroom for those children with barriers to learning. This in turn will allow for a selection of access routes to the wider curriculum.</p>	<p>End of summer term 2021 (Audit and order)</p> <p>October Half Term 2021 (Library and catalogue of resources)</p>	

Medium Term

<p>Sensory Room development and re-brand for dual purpose.</p> <p>–</p> <p>The school environment needs to support and meet the needs of all pupils on roll.</p>	<p>Continued development and refurbishment of the school sensory room.</p> <p>Sensory room to be re-branded as a well-being room serving the needs of all pupils; not just those with sensory needs.</p>	<p>Staff to be introduced to the sensory room as a place for all children to use as needed:</p> <ul style="list-style-type: none"> - a place for de-escalation during crisis - a safe space to decompress - a safe space for small scale PSHEE interventions - a safe space to promote and enable the exploration of positive mental health and well-being practices. 		
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Long Term

<p>Sensory Trail –</p> <p>As part of the development of our outdoor spaces in order to support and meet the needs of all pupils; sensory or otherwise.</p>	<p>Research into sensory trials/gardens. Including pupil voice for designs.</p> <p>Request support from external agencies to ensure the meets the needs of the pupils.</p> <p>Access quotes and costings.</p> <p>Initiate fundraising for project.</p>	<p>Children to have access to an outdoors space that caters for all pupils.</p> <p>Children with sensory needs to have access in which they are able to take sensory breaks away from the classroom.</p> <p>Pupils to have continual input into sensory garden. Helping to maintain and develop the space – giving them ownership over its evolution and providing them with a greater understanding of the needs of others.</p>	<p>TBC</p>	
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