



# SPELLBROOK C of E PRIMARY SCHOOL (VC)

Flourishing in Love and Learning

*"In everything - in every circumstance - do to others as you would have them do to you."*

Matthew 7:12

## ACCESSIBILITY PLAN

To be read in conjunction with the SEN information report

<b>Document Information</b>			
<b>Policy Number:</b>	MAN-v4	<b>Created by:</b>	Spellbrook
<b>Section:</b>	Management	<b>Type:</b>	Statutory
<b>Reviewed by:</b>	FGB	<b>Responsibility:</b>	FGB – Chair
<b>Last Review:</b>	Summer 2023	<b>Next Review:</b>	Summer 2024
<b>Review Cycle:</b>	Annual	<b>Ratified by FGB:</b>	12/7/2023

The following amendments have been made to this policy since the 'ratified by' date.

Date	Page number	Section	Details of change

These changes / recommendations will be reviewed / ratified by Full Governing Body for the 'review cycle' as quoted above.

## **Vision**

### Vision

Our vision is for Spellbrook Primary School to be an inclusive learning community, where everyone strives for excellence within a Christian environment.

## **Mission statement**

### Aim

At Spellbrook Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by;

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Our Accessibility Plan aims to ensure compliance with current legislation and compliance requirements as specified in:

- Schedule 10 of the Equality Act 2010.
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disabilities Regulations 2014 (Code of Practice)

School Governors are accountable for ensuring the implementation of the plan and are responsible for the review, reporting of progress over the period of time that the plan covers.

According to the Equality Act 2010 a person has a disability if;

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Plan Objective**

The objective of the Accessibility Plan is to contain actions to;

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (in compliance with the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, additional specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about

the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- Seek and follow the advice of LA services and appropriate agencies, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts

### Contextual Information

The number of pupils who have special educational needs and/or disabilities is above the national average. Needs vary and can include language difficulties such as communication (speech and language), dyslexia, autism, hearing impairment, visual impairment.

Spellbrook has effective partnerships with a wide range of agencies, providing additional specialist support for individual pupils and their families. These partnerships have a significant impact on the well-being and progress of pupils. Spellbrook is effective in promoting and achieving equality, tolerance and harmony. This is due to an inclusive policy which is integral to the ethos of the school. The contribution to community cohesion is good.

Staff are trained as appropriate to support pupils in meeting their needs where necessary. Most support staff members hold current first aid qualifications. All class-based staff are trained in the use of EpiPens/ Jext pens. Where children have significant health problems (including food allergies) all appropriate adults are informed and photos of these children are displayed in the kitchen and classrooms.

Transition meetings are held between class teachers each year and between feeder schools/nurseries in the case of age-related transfers. A thorough system of reviews takes place for pupils on the SEN register. Pupils have care plans in place where appropriate and where medication is required.

Through effective communication staff are aware of the issues faced by our pupils and act to resolve them.

### Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at Spellbrook

- ✓ Effective procedures for the identification and support of pupils with Special Educational Needs
- ✓ Comprehensive tracking systems and data analysis
- ✓ Appropriate information given to all relevant staff in order to support pupils
- ✓ Regular home school liaison
- ✓ Scaffolding and support to enable pupils to feel secure and make good progress
- ✓ Effective deployment of Teaching Assistants to support a range of needs
- ✓ Effective links with outside agencies
- ✓ Teaching which includes a range of strategies to support different learning styles
- ✓ Consideration of accessibility when planning educational visits

### Physical Environment

The school was built in 1891. Significant refurbishment of the school building and grounds has taken place over recent years.

All of the teaching areas are on the ground floor and all of them are accessible for the disabled. Each of the classrooms has its own fire exit. Each classroom has its own toilet and washing facilities and there is an Accessible Toilet with alarm cord.

The following good practice is in place at Spellbrook:

✓ Emergency and evacuation procedures are accessible to all at the present time. Alarms are auditory and assembly point is on the playground. We have regular evacuation practices for all pupils.

✓ Personal Evacuation Plans - no pupils identified in need of PEP at the present time.

✓ Furniture and equipment are selected appropriate to age/size of pupils. Consideration is given to classroom layout to facilitate ease of movement around the room / access to equipment and resources.

✓ Installation of window blinds/shutters in all rooms.

### Advancing equality of opportunity

Spellbrook is determined to comply with the non-discrimination provisions in the Equality Act 2010 and these provisions are detailed in the Behaviour for Learning Policy, Special Educational Needs Policy, Health and Safety Policy, Curriculum Policies, and School Development Plan.

Staff receive training on the Equality Act at staff meetings and Inset training.

The school monitors equality issues by careful analysis of the data, both internal and external, and appropriate action is taken. This includes evaluating the impact of the support to pupils on the special needs register. Oracy and vocabulary building are a focus of the school for all pupils if they come to the school with lower levels than expected.

Good relations are fostered between those who share a protected characteristic and those who do not through PSHE lessons and especially in our 'Heroes' groups'.

### Information

The school makes good use of skills and expertise of external agencies to support pupils with special needs and their families. Where necessary, meetings are arranged to ensure families have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Spellbrook

✓ A texting service is provided to support communication between school and home.

✓ The School operates an 'Open Door' policy with staff available at the beginning/end of the day to talk to families and by appointment when needed.

✓ A Termly 'Open Classroom' is held (when able to do so in relation to Covid-19 restrictions)

## Targets for 2022 -2025 and how we intend to achieve them

Target	Actions	By Whom	Review
Ensure disability needs are included in planning all aspects of the curriculum	<ul style="list-style-type: none"> <li>● Seating positions in class are considered and children with additional needs prioritised</li> <li>● Adaptations for PE – specific equipment used and support provided</li> <li>● Overlays and font type and size are used to be dyslexia friendly</li> <li>● Use of laptops, spellcheckers, sound buttons for specific children</li> <li>● Ear defenders in each class to minimise sensory overload</li> <li>● Pencil grips for handwriting</li> <li>● Risk Assessments in place to ensure all children are included in enrichment activities and visits</li> <li>● Activities to support memory retention included in curriculum plans for all</li> <li>● Transition of information prior to children moving class</li> </ul>	<p>From 2022 Each class teacher when they receive or review medical plans, EHCPs and APDRs</p> <p>Transfer of documentation and additional discussions at end of each academic year each class teacher</p>	<p>SLT and SENCO during learning walks</p> <p>Review termly, checking reasonable adjustments on medical plans, EHCPs and APDRs are in place</p> <p>Medical Care Plans reviewed at end of each term</p> <p>One Page Profiles reviewed each September</p>
Ensure that learning and mobility needs of the children are adequately provided for.	<ul style="list-style-type: none"> <li>● Building is accessible by a ramp</li> <li>● Hands free entrance to the Reception area of school</li> <li>● Marking on thresholds for visual impairment</li> <li>● Disabled toilet refurbished</li> <li>● Lights automatically on and off</li> <li>● Widen forest school paths for wheelchair access</li> <li>● Dedicated disabled bay in carpark</li> <li>● Nosing's on steps planned into the flooring refurbishment plan</li> <li>● Investigate use of braille signage</li> </ul>	<p>Premises Manager</p> <p>Sept 2023</p> <p>Sept 2022 July 2023</p> <p>Sept 2023</p> <p>Sept 2023</p> <p>2023/2025</p> <p>December 2023</p>	<p>In place (July 23) In place (July 23)</p> <p>Completed Nov 23 Completed June 2023</p>
Continue professional development for all staff	<ul style="list-style-type: none"> <li>● ADHD training for staff</li> <li>● Provision mapping</li> <li>●</li> <li>● STEPs Therapeutic Approach training for staff inc. MSAs</li> <li>● Autism training in girls for Staff</li> <li>● Wellbeing training for MSAs</li> </ul>	<p>SENCO</p> <p>July 2022 November 2022</p> <p>2023</p> <p>2023 January to July 2023</p>	<p>Training complete – see Review annually (Last review May 2023)</p> <p>SEND CSV (June 2023) Completed (Jan 2023) Completed May 2023</p> <p>Completed June 2023</p>
Promote good mental health and reduce anxiety	<ul style="list-style-type: none"> <li>● Staff well-being activities</li> </ul>	<p>Mental Health Champion</p> <p>Each year review termly</p>	<p>Completed 2022-23</p>

	<ul style="list-style-type: none"> <li>• Training for staff- mental health awareness</li> <li>• Mood Tracker being implemented</li> <li>• Nurture Room up and running for lunchtime provision</li> <li>• Physical breaks for children when required</li> <li>• Daily Mile</li> <li>• Commando Joe's to begin and staff training in Sept.</li> </ul>	<p>January 2022 Additional training for MHL - 2023</p> <p>By Oct 2023</p> <p>As EHC, Medical Care Plan or APDR</p> <p>From Sept 2023</p>	<p>In place -review impact annually</p> <p>In place-review impact annually</p>
Improve the provision for listening to the views of children with SEND	<ul style="list-style-type: none"> <li>• One page profiles completed with pupils</li> <li>• Adults available for pupils- named adults for those experiencing difficulties</li> </ul>	<p>SENCO November 2023</p> <p>From now -identify specific adults whenever need identified – include on One page profile or Intervention Record</p>	<p>Reviewed as part of SEND CSV – June 2023</p> <p>Review APDRs and Intervention Records at least termly</p>
Develop further the relationship between parents of children with SEND and school	<ul style="list-style-type: none"> <li>• Parent SEND questionnaires.</li> <li>• Parent consultations</li> <li>• Half termly APDR meetings</li> </ul>	<p>SENCO Annual from 2022 Twice a year for all parents – termly for those on SEND register</p>	<p>Review Annually in Summer</p>
Improve the physical environment of the school	<ul style="list-style-type: none"> <li>• KS1 outdoor area to help support transition</li> <li>• Reflection area to provide quiet place</li> <li>• Consider adjustments for staff provision as needed when aware of adults with disabilities joining staff- Access to staff room, kitchen and printing room</li> </ul>	<p>Headteacher October 2023</p> <p>December 2023</p>	<p>Review end Autumn 23</p>