



Accessibility Plan 2020-21

Reviewed and updated February 2020

INTRODUCTION AND CONTEXT

This Accessibility Plan supports our Equality Policy. The policy itself is the statement of our commitment to create an environment which is accepting and understanding, safe, secure and welcoming, in order to enhance learning and promote success in social, emotional, physical and academic development of all the members of our school community. At Nelson Primary School, we have a statutory duty to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Equality Act 2010. Our school's accessibility plans are aimed at:

- a. Increasing the extent to which disabled pupils can participate in the curriculum
- b. Improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- c. Improving the availability of accessible information to disabled pupils

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements, as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Nelson Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. We acknowledge that there is a need for ongoing awareness-raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This includes reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

Attached is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

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

- Curriculum
- Equality Information and Objectives
- Health & Safety (including off-site safety)
- Inclusion
- Behaviour
- School Improvement Plan

Information about our Accessibility Plan will be published on the school Website.

The actions and Plan will be monitored by the Board of Governors.

Nelson Primary School Accessibility Plan 2020-21

Physical Environment

Standard: Improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school.

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To increase the range of resources to support children with SEND in the playground.	Purchase of appropriate resources. Training of mid-day assistants and TAs to support children with SEND with social interaction, games and play. Sports' Coach to introduce Sensory Circuits.	Children with SEND have safe and happy break times. Children with social communication needs develop their interaction skills and their physical skills.	HT. Mid-day Supervisor.	September 2020 ongoing	
To improve the sensory room	Review of sensory room equipment, with Teaching Assistant feedback. Replacement of old resources. Sensory box of removable resources. Training for new staff on use of Sensory room. Modelling of activities/strategies to use in the Sensory room. Update Sensory		AHT Inclusion in collaboration with TAs.	February 2020 – September 2020	

	room timetable.				
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Curriculum

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To improve provision and support for pupils with SEND in order to improve outcomes.	<p>Class teachers to read information provided, electronically, outlining SEND pupil needs, strategies, programme and Care Plans.</p> <p>SENCO to maintain an updated and accurate SEND Register.</p> <p>Provision mapping of all pupils on SEND Register.</p> <p>Whole staff training in SCERTS</p> <p>Embedding of speech and language therapy programmes by school staff.</p>	<p>Broader range of teaching strategies used by teachers and TAs</p> <p>Staff are confident to meet the needs of pupils with a diverse range of learning and behaviour needs.</p> <p>All pupils make expected and appropriate progress.</p> <p>All pupils have access to all that school life has to offer.</p> <p>All staff and governors have a clear understanding of inclusion</p>	AHT for Inclusion. Extended School Provision co-ordinator. Class Teachers.	February 2020 ongoing.	

	<p>Provision of appropriate ICT programmes for SEND pupils across the curriculum.</p> <p>Key staff attend training on Team Teach</p> <p>Staff training on SCERTS strategies including, Attention Autism, Colourful Semantics, Lego Therapy, Language Enrichment, Box Clever, and social interaction programmes where appropriate.</p> <p>Involvement of pupils in reviews and in personalised planning.</p> <p>In-service staff training on supporting pupils within the mainstream classroom.</p> <p>In-service staff training on Teaching Assistants</p>				
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	<p>supporting pupils in class.</p> <p>Provision of appropriate after-school clubs for children with SEND.</p> <p>Visible Learning approach.</p> <p>Learning conversations with class teachers, subject leaders and pupils.</p>				
<p>To improve assessment of children with SEND in order to improve outcomes.</p>	<p>SENCO and SEN teacher to research alternative methods of tracking progress of children working on P Scales.</p> <p>SENCO and SEN teacher to attend MAPP tracking.</p> <p>Class teachers to be trained on assessing children working below the National Curriculum.</p>	<p>Effective monitoring, tracking and recording of pupil progress.</p> <p>Class Teachers have clarity on all pupils' learning/attainment/progress.</p>	<p>AHT for Inclusion. Class Teachers.</p>	<p>March 2020 ongoing.</p>	

<p>For all children to be planned for in and out of the classroom, using appropriate strategies and targets.</p>	<p>In-service staff training on differentiated planning for pupils requiring support. In-service staff training on intervention strategies within the curriculum</p>	<p>Class Teachers' plan for progression of pupils working at P Scales and implement appropriate interventions and set appropriate targets.</p> <p>Class Teachers ensure appropriate differentiation through the use of appropriate materials, resources, tasks etc to allow curriculum access, enrichment and extension to meet the needs of all pupils.</p>	<p>AHT for Inclusion. Class Teachers.</p>	<p>March 2020 ongoing.</p>	
<p>Use of alternative methods of recording, assessment and monitoring the outcomes of pupils with SEND.</p>	<p>Scribe for children with temporary or permanent disability affecting writing. Alternative methods to record children's ideas; tape-recording, word-processing. 'Learning Journey' books for children working at P Scales.</p>	<p>Parents, teachers and children have accurate pictures of pupil outcomes, in order to plan for progression.</p> <p>Pupils with disabilities are able to demonstrate their learning, skills and development.</p>	<p>AHT Inclusion. Class Teachers.</p>	<p>February 2020 ongoing</p>	

Access to Written Information

Standard: Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
Improved access to information for parents of pupils with SEND.	Interpreters for parent meetings and Annual Reviews. List of community languages in the school. Interpreters for Learning Review Days, Parents' evenings etc. Translated letter/document bank	All parents of children with SEND have equal access to information.	AHT Inclusion.	February 2020 ongoing.	
Provision of teaching materials in different forms	Use of Graphic Organisers, writing frames, planners, Colourful Semantics.	Pupils are provided with tools to support their learning.	Class Teachers.	February 2020 ongoing	

<p>Provision of medical information in order to meet the specific needs of children with medical conditions and/or disabilities.</p>	<p>Care Plans shared with appropriate staff and available, electronically. Special diet requests/menus for children with allergies/medical conditions in place, with lunch-time assistance when necessary. Annual training on asthma and Anaphylaxis. Work with school nurse in order to acquire status of an 'asthma-friendly' school. Individual training of staff for specific medical needs, when required.</p>	<p>Pupils' medical needs and dietary needs are met. Children are safe and well in school.</p>	<p>SEND Advisory Teacher, AHT Inclusion, School Nurse, Head Cook.</p>		
<p>Adjustments made for pupils with additional needs.</p>	<p>Extra time applications for standardised assessments for children with difficulties. Use of member of staff to read for pupils when needed. Large print for children with visual impairments. Pupils with hearing impairments and visual impairments at front of class. Maintenance of hearing aids. Workstations with visual prompts for children with emotional and/or social communication needs..</p>	<p>All pupils with SEND are able to demonstrate their learning, understanding and skills. All pupils with disabilities are able to access lessons.</p>	<p>AHT for Inclusion.</p>		