

St David's C of E Primary School

Accessibility Plan

Aims

St David's C of E Primary is an inclusive school and our values reflect our commitment to a school where there are high expectations for all.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all children without discrimination of any kind. High expectations are expected of all our children enabling them to flourish. At St David's, we promote a sense of belonging and community where every child feels they are valued.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on their ability to undertake normal day to day activities.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special provision. [The Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0 to 25 years (DfE, 2014) states children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools; and
- Are under compulsory age and are likely to fall within either of the definitions above when they reach compulsory school age 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. Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

Our Special Educational Needs Policy and Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010.

Schools are required under the Equality Act 2010 to have an accessibility plan. St David’s Accessibility Plan considers 3 areas:

- a) Improving Education and related activities
- b) Improving the Physical environment
- c) Improving the provision of information

The school context

The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical needs. Currently, the school does not have any child/parent/carer or staff member who uses a wheelchair.

Targets	Actions	Timescale	Responsibility	Outcomes
a) Improving education and related activities				
To ensure that curriculum planning takes into account all pupil needs and ensures access to learning.	When planning, adjustments are made to ensure access to learning for all. Monitoring of curriculum planning and pupils’ books.	Termly	Subject leaders	Planning will show it takes account of all pupils needs and access to learning is evident in books.
To ensure all educational visits, activities and residential trips are accessible to all pupils	Ensure risk assessments include reasonable adjustments. Ensure staffing is available to provide appropriate levels of support. Time for pre visit if required.	Ongoing	Class teachers Group leader	All SEND are able to access all trips during their time at St David’s.
Ensure access for all SEND pupils at School clubs.	Audit SEND pupils use of clubs.	Ongoing	Club leaders	Increased access of SEND pupils at school clubs.

	Correct support available if required			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To identify training needs To ensure healthcare plan has been received and in place.	On going	SENDCO HT Office	Medical needs are up to date Individual Health Care Plan has been completed, checked by those supporting the pupil and by parents. Supporting staff are trained as required.
SEND and medical register and information on pupils to be updated.	Ensure SEND register reflects current pupils needs and medical needs Health Care Plans are up to date	Ongoing	SENDCo Office	SEN and medical needs will be up to date Teachers and TAs are aware of the needs of children in their class.
Effective communication and engagement of parents	Introductory meetings by class teachers in the Autumn term. My Plan reviews with parents 3x year Annual reviews of EHCPs with SENDCo, class teacher and external agencies as required.	Ongoing	SENDCo Class teachers	Parents have attended introductory meeting Parents have attended Parents' evening/My Plan and EHCP reviews
Effective communications and transitions with nurseries/playgroup and schools	EYFS and SENDCo to meet with nurseries and playgroup Y6 teachers and SENDCo to meet with Secondary schools Mid-year intake – class teacher to contact previous school	Ongoing	EYFS Y6 teachers SENDCo	Transition for children from nurseries/playgroup and other schools is smooth with adequate appropriate and provision.

Training for staff on increasing access to the curriculum for all pupils and removing potential barriers	Audit staff strengths/gaps in knowledge. Internal and external training.	Ongoing	SENDCo	Staff confidence in adapting the curriculum, resources and environment. Pupils' participation in the curriculum is broad and effective.
Appropriate use of specialised equipment to support pupils.	iPads available Writing slopes available Coloured overlays or coloured paper for pupils with visual difficulties or dyslexia traits. Wobble cushions, weighted blankets, pencil grips, fidget toys etc. Widgit used for visual systems e.g timetable, supporting reading. Monitor use of equipment.	Ongoing	SENDCo	All pupils have appropriate equipment and resources which supports their learning and remove barriers to learning.
Appropriate use of interventions and their success and impact on progress	Track intervention using intervention trackers (updated termly) Intervention groups to be across phases/school.	Ongoing	Class teachers	Interventions show positive progress.
b) Improving the Physical environment				
To make effective use of the Sensory Circuit and Harbour	Sensory circuit timetabled for pupils to use Sensory circuit change every 2 weeks Staff trained in how to use the Sensory Circuit Harbour timetabled to allow for pupils to access at breaktimes	Ongoing	SENDCo	Pupils will be able to Sensory Circuit breaks. Pupils will know when they can access the Harbour at breaktimes

	Harbour to be timetabled so staff are aware when it is available			Harbour will be timetabled and used as required by staff and pupils
Ensure all pupils feel safe and involved at playtimes	Sports Leaders are trained and lead games for pupils Harbour to be open during breaktimes Adequate adult supervision during playtimes	Ongoing	Deputy Head SENDCo	Children feel safe in school – evidenced in pupil voice
To ensure all pupils and adults with a disability can be safely evacuated in an emergency	Ensure PEEPs are in place for all disabled pupils. Ensure staff are aware of their responsibilities in evacuation. Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible. Ensure parents and visitors are made aware of relevant exits and plans when on site, including location of ramps where appropriate.	Ongoing	SENDCo H&S rep	PEEPs are in place and staff are aware of their responsibilities. Procedures are made clear to volunteers, visitors as required. Fire exits and routes are kept clear at all times.
To ensure all areas of the school are accessible to disabled pupils	Any adjustments to areas made as required e.g. ramps, stair lifts. Raise awareness of mobility issues in classroom – position of furniture as required.	Ongoing	SENDCo	All areas where reasonable are accessible to disabled pupils.
c) Improving the provision of information				
Review documentation on website to check accessibility for parents/carers.	Ensure documents are accessible to everyone using commonly known vocabulary. To ensure all	September and ongoing	Office SENDCo	All parents/carers are aware of what is happening at school via website and Reach more parents app.

	<p>key information is accessible.</p> <p>Produce information in home languages/large print if required.</p> <p>Office to be aware of parents who may need support in accessing materials and assisting with this.</p>			
<p>To ensure that languages other than English are visible in and around school if required.</p>	<p>Display posters in with a variety of languages to reflect languages spoken within the school community.</p>	<p>September</p>	<p>MfL lead SENDCO</p>	<p>Posters are displayed with languages used within the school community.</p>
<p>To ensure that SEND Annual Review/parent meeting information is accessible as possible.</p>	<p>Child friendly targets Offer opportunity for parents to bring someone to the meeting with them.</p>	<p>Ongoing</p>	<p>SENDCo</p>	<p>My Plan targets are child friendly Parents feel they can bring someone to support them if needed.</p>