** Arundel Court Primary Academy and Nursery**

**Accessibility Plan: July 2020**

**Introduction:**

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This plan will be reviewed annually by the Governing Body.

**Definitions of SEND:**

A child or young person has Special Educational Needs and / or Disability (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)

**The school’s Aims:**

Our aim is to achieve maximum inclusion of all pupils, including those with SEND, and meet all pupils’ individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within the National Curriculum. Part of our ongoing plans for development is to promote inclusive teaching (Quality First Teaching) across all subject areas and gain a greater understanding of students’ individual needs. Appropriate interventions will be implemented to enable students to progress and reach their potential.

**Aims and Objectives of the SEND Policy**

To reach high levels of achievement / significant rates of progress for all:

* To be an inclusive school and Nursery
* To meet individual needs through a wide range of provision and targeted interventions.
* To attain high levels of participation from pupils, parents and carers
* To share a common vision and understanding with all stakeholders: Including, pupils, parents, Governors and other members of the school community and where possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.
* To provide curriculum access for all, adapting as needed to ensure full participation at an appropriate level and understanding
* To work towards inclusion for all in partnership with other agencies and schools
* To achieve a level of staff expertise to meet pupil need

**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 Further Education (FE) institutions, Local Authorities (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)
* Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**The Accessibility Plan:**

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA ([Disability Discrimination Act 1995 - Legislation.gov.uk](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiZyL6FyOvYAhXCBcAKHRhWCEAQFggmMAA&url=http%3A%2F%2Fwww.legislation.gov.uk%2Fukpga%2F1995%2F50%2Fcontents&usg=AOvVaw0QBouEpFhWW0lEbJDN9-ej))

a) increasing the extent to which disabled pupils can participate in the school curriculum;

b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated

services;

c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

**Accessibility Plan: 3 year plan**

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| **Area** | **Targets** | **Strategies** | **Outcome** | **Time frame** | **Update: Rag Rated:**  **GREEN: Achieved**  **AMBER: Ongoing**  **RED: Requires addressing** |
| **Equality and Inclusion** | Ensure the Accessibility  Plan becomes an annual  agenda in Governors / Senior  Leadership Team (SLT)  meetings  Build staff awareness and understanding of disability / needs  Make sure all policies  demonstrate appreciation  of the impact of disability  access | Clerk to add to list.  Raise in SLT in Sum Term  Staff training according  to pupil / adult needs  (especially 1:1 TAs  supporting specific  needs) Check their  understanding.  To do during all  Policy reviews  annually | All up to date with plan and  aware of legislation  Confidence and understanding  in working with and supporting  individuals needs / difficulties  are reduced / overcome  All Policies will clearly reflect  the impact and understanding  when addressing accessibility  for all and reflect up-to-date  legislation | Review  July 2020  On-going  In all Policy reviews | **Update 30.06.21**  **Needs to be brought to attention of Governing Body**  **Update: 30.06.21**  **OT / Physio regarding 1:1 pupil with Disability as required.**  **Lift breaking regularly and being addressed by Trust / Head**  **Update: 30.06.21**  **Being reviewed as Policies renewed.**  **Discuss with SLT** |
| **Physical Environment** | To ensure where possible that the school grounds and building are accessible for all and review continuously to ensure safety and full accessibility for all  New Outside area to be redesigned:  New Gym area  Quiet / Calm area  Additional Shelter  Ensuring wheelchair access throughout.  Parking / Entrance to site easily and safely accessible to all staff.  All external gates to be access controlled by all staff | Completion of the Access audit to be done annually by school and officially by the Asset Management Services every 5 yrs  Lift to be reviewed re working order?  Various agencies to complete transformation by Spring 2022.  2 x car parks, an outside parking area and Disabled Parking available.  All visitors check in via Front Office:  Parents enter / access The Inclusion Den only  Professionals check in via Front Office and are allowed access to school.  (If Lateral Flow in place) | Governing body / SLT to ensure any reasonable adjustments are made where possible and staff / pupils / parents and other professionals are made aware of outcomes / changes  Provide an inclusive play and relaxation areas for all. To enable outdoor learning, team work, respect for property and environment  Staff to feel able to park and enter / leave school safely | Ongoing  Ongoing  Ongoing | **Update 30.06.21**  **Lift still breaking regularly and being addressed by Trust / Head / Dfe**    **Update: 30.06.21**  **School grounds now fully open (other than grass areas)**  **Companies in place and work to start in Oct 2021.**  **Update: 30.06.21**  **Car parks completed**  **Access Control for Main car park to be completed by end of July 2021.** |
| **Curriculum** | All equipment and  resources available,  safe and appropriate to  needs  Differentiation in all  areas of the curriculum  as needed | Special Educational  Needs Coordinator  (SENCO) / Other  specialist professionals  to train staff as required  Also to review and to  monitor equipment and  use  SENCO to monitor and  work closely with  outside agencies:  Educational  Psychologist (EP) /  National Health Service  (NHS) and School  Commissioned Speech  and Language  Therapist (SALT)  ensuring  appropriate practice  and resources | Staff have appropriate  resources /  equipment and understanding in use and  enabling access for pupils – trained as  needed EG: PE / Activities on trips.  Staff are able to work with  outside agencies in ensuring  best use of resources and  equipment and enabling  pupils to access the  curriculum with their  peers in an appropriate way  that builds confidence and  self-esteem | Ongoing  Ongoing | **Update: 30.06.21**  **All resources / support and adaptations made for pupils according to individual needs.**  Working with OT / Physio / SALT / STAHI  **Update: Sept 2020**  **This has improved dramatically especially during the COVID 19 as smaller groups and real awareness of the pupils needs. Needs are addressed accordingly.** |
| **Written / Other Information** | To ensure that all parents and all other members of  the community can access  our information as needed  Support / alternative  provision made to ensure that those parents unable to  access school for parents for events and parents evenings  receive information as  required. | Written information to be put on school website / letters home  Phone calls home / texts / emails / letters and reports sent home.  Possible home visits  (2 staff minimum + / or Pastoral Worker)  Must have phone / risk  assess | Alternative ways of communication to be agreed and put in place where possible | Updated as needed and / or at the very minimum annually | **Update: July 2020**  **All able to access either via: Phone / email / texts / school face book / Marvellous Me / Seesaw or verbally via staff / visits by staff as needed / letters via pupil or post and via Zoom.**  **Staff will explain to parents and work through information for those who require additional support. Access to EMAS for our EAL parents as required**  **Update: 30.06.21**  **Rarely complete home visits. Only drop at doors. Meeting with parents in Inclusion Den via outside entrance once registered / temperature at front office.**  **Use of Microsoft Teams for meetings with parents and professional where this is parental preference.**  **No Parents face to face at present and covered by Phone calls from Teachers / Staff / TEAMS.**  **Videos for parents regularly updated and placed on School Website / Social Media ensuring good communication.** |

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**Plan Start Date:** July 2020 **Review 1:** 30t**h** June 2021 **Review 2:** Due by July 2022