



Arundel Court Primary Academy and Nursery



Accessibility Plan: Sept 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 measurable.' (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)

- 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

| Area | Targets | Strategies | Outcome | Time frame | Achieved |
|-------------------------------|---|---|--|---|------------------|
| Equality and Inclusion | a) Ensure the Accessibility Plan becomes an annual agenda in Governors / Senior Leadership Team (SLT) meetings | a) Clerk to add to list Raise in SLT in Sum 1 | a) All up to date with plan and aware of legislation | Review July 2020 | Achieved: |
| | b) Build staff awareness and understanding of disability / needs | b) Staff training according to pupil / adult needs (especially 1:1 TAs supporting specific needs) Check their understanding. | b) Confidence and understanding in working with and supporting individuals needs / difficulties are reduced / overcome | On-going | Achieved: |
| | c) Make sure all policies demonstrate appreciation of the impact of disability access | c) To do during all Policy reviews annually | c) All Policies will clearly reflect the impact and understanding when addressing accessibility for all and reflect up-to-date legislation | In all Policy reviews (annually as updated) | Achieved: |
| Physical Environment | a) 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 | a) 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? | a) 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 | Ongoing | Achieved: |
| | b) Keeping all safe with regards to CV19. | b) School Entry / Exit gates. Staircase rules (up/down) Walk on Left in corridors 2m marker – playgrounds Use of Face masks / Visors / Anti-bac / Social Distancing adhered to. | b) All Staff / pupils / parents / visitors aware of school protocols – supported by staff and ensuring all put into practice | Ongoing | Achieved: |

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|------------------------------------|--|---|--|--|---|
| Curriculum | <p>a) All equipment and resources available, safe and appropriate to needs</p> <p>b) Differentiation in all areas of the curriculum as needed</p> | <p>a) Special Educational Needs Coordinator (SENCO) / Other specialist professionals to train staff as required Also to review and to monitor equipment and use</p> <p>b) SENCO to monitor and work closely with outside agencies: Educational Psychologist (EP) / NHS / School Commissioned Speech and Language Therapist (SALT) = Ensure appropriate Practice and resources</p> | <p>a) Staff have appropriate resources / equipment and understanding in use and enabling access for pupils – trained as needed EG: PE / Activities on trips.</p> <p>b) 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</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Achieved:</p> <p>Achieved: July 2020 This has improved dramatically especially during the COVID 19 as smaller groups and real awareness of the pupils needs. Needs are addressed accordingly.</p> |
| Written / Other Information | <p>a) To ensure that all parents and all other members of the community can access our information as needed</p> <p>b) Support / alternative provision made to ensure that those parents unable to access school for parents for events and parents evenings receive information as required</p> | <p>a) Written information to be put on school website / letters home</p> <p>b) Phone calls home / texts / emails / letters and reports sent home. Possible home visits (2 staff minimum + / or Pastoral Worker) Must have phone / risk assess</p> | <p>a / b) Alternative ways of communication to be agreed and put in place where possible</p> | <p>Updated as needed and / or at the very minimum annually</p> | <p>Achieved: 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.</p> <p>Staff will explain to parents and work through information for those who require additional support. Access to EMAS for our EAL parents as required</p> |

Plan written by: Diane Cook (Head of Inclusion / SENCo)

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