** 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 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** | **Achieved** |
| **Equality and Inclusion** | a) Ensure the Accessibility  Plan becomes an annual  agenda in Governors / Senior Leadership Team (SLT)  meetingsb) Build staff awareness and  understanding of disability /  needsc) Make sure all policies  demonstrate appreciation of  the impact of disability  access | a) Clerk to add to list Raise in SLT in  Sum 1b) Staff training  according to pupil /  adult needs (especially  1:1 TAs supporting  specific needs) Check  their understanding. c) To do during all  Policy reviews  annually  | a) All up to date with plan and aware of  legislation b) Confidence and understanding in  working with and supporting individuals  needs / difficulties are reduced /  overcomec) All Policies will clearly reflect the impact  and understanding when addressing  accessibility for all and reflect up-to-date  legislation | ReviewJuly 2020On-goingIn all Policy reviews (annually as updated) | **Achieved:** **Achieved:****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 b) Keeping all safe with regards to CV19.  | 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? 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.  | 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 b) All Staff / pupils / parents / visitors aware of  school protocols – supported by staff and  ensuring all put into practice  | OngoingOngoing | **Achieved:** **Achieved:**  |
| **Curriculum** | a) All equipment and  resources available, safe  and appropriate to needsb) Differentiation in all areas of  the curriculum as needed | a) Special Educational  Needs Coordinator (SENCO) / Other specialist professionals to train staff as required  Also to review and to  monitor equipment and useb) 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 | a) Staff have appropriate resources / equipment and understanding in use and  enabling access for pupils – trained as  needed EG: PE / Activities on trips.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  | OngoingOngoing | **Achieved:****Achieved:** July 2020This 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** | a) To ensure that all parents  and all other members of  the community can access  our information as neededb) Support / alternative  provision made to ensure  that those parents unable to  access school for parents  for events and parents  evenings receive  information as required | a) Written information to be put on school  website / letters homeb) Phone calls home / texts / emails / letters  and reports sent home. Possible home visits  (2 staff minimum + /  or Pastoral Worker)  Must have phone / risk assess | a / b) Alternative ways of communication to  be agreed and put in place where possible   | Updated as needed and / or at the very minimum annually | **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. Staff will explain to parents and work through information for those who require additional support. Access to EMAS for our EAL parents as required |

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**Plan Start Date:** July 2020

**Review Date:** July 2021