



East Stanley School SEND Accessibility Plan – 2019-2022

Introduction

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Vision and values

At East Stanley School we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all students and aim to maximise everyone's potential. Our staff shares these responsibilities and we have a member of the Senior Management Team with the responsibility for inclusion.

Information

We have a below national average of children with special educational needs. Needs vary and can include difficulties such as speech and language, specific learning difficulties like dyslexia, motor coordination difficulties, ASD, hearing impairment, emotional and mental health difficulties and medical needs.

Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at East Stanley School:

- Quality first teaching and good SEN support from teachers and trained teaching assistants
- Comprehensive tracking systems and data analysis
- Excellent procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA.
- Strong links with outside agencies
- Teaching included a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Disabled pupils needs are considered when planning educational visits and accessibility to all venues.

Physical Environment:

The school has a flat entry point for physical access at the main entrance to the school. The new classrooms (Sept 2015) at our school have wheelchair access and disabled toilet facilities. The access through all other doors into the building is not suitable for wheelchairs.

The following good practice is in place at East Stanley School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- We will review the need for personal evacuation plans for identified children with disability needs if the need arises
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Window blinds have are installed in all rooms
- Regular evaluation of the school site for accessibility by the SLT and governors responsible for finance and premises.

Information:

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at East Stanley School:

- Translators can be bought in, if required, to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and would be reviewed if children with additional specific needs enrol at our school.

The evidence used to aid reviews of the plan will include:

- SEND register
- Monitoring feedback (re. the provision for the children)
- Data tracking
- Attendance data
- School Support Plan / EHC reviews
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

Publication of the plan

The plan will be available on request from the school and published on the school website.

Term	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short	Availability of written material in alternative formats	<ul style="list-style-type: none"> The school makes itself aware of the services available through the LA for converting written information into alternative formats. 	If needed, the school can provide written information in alternative formats.	Autumn term 2019 on-going	Delivery of information to disabled pupils/parents will be improved.
Short	To include accessibility planning in appropriate section of the 3 year School Improvement Plan where appropriate	<ul style="list-style-type: none"> Use internal audit of site regarding accessibility. To link this audit with LEA audit of accessibility. (including playground inspection) 	School begins to dovetail accessibility planning into existing plans.	Autumn term 2019 on-going	Accessibility planning will feature in the school's improvement (SIP).
Medium	To further support pupils with special educational needs	To liaise with external services and agencies for training and support	Curriculum continues to be accessible to all pupils	Ongoing from Autumn term 2019 on-going	Curriculum access for all
Medium	To ensure all relevant policy statements reflect inclusion for all pupils.	<ul style="list-style-type: none"> Curriculum coordinators to review policy statement in the light of the new curriculum. 	Evidence of equality of access to the curriculum for pupils with a disability.	Autumn term 2020 on-going	New National Curriculum access for all.
Medium	To audit resources across the school which help to support pupils with SEND	<ul style="list-style-type: none"> Purchase of specialist resources or equipment; e.g. wobble seats, pencil grips, coloured overlays, etc. 	Curriculum continues to be accessible to all pupils	Ongoing from Summer term 2020 on-going	Curriculum access for all
Long	To gain Inclusion Quality Framework.	<ul style="list-style-type: none"> SLT to work through IQF. Discuss and report to staff/governing body and feed into development planning. 	Inclusion review will evidence the high quality skills and provision provided for pupils	on-going	Updated. All staff & Governors aware of Framework.
Long	To continue ensure equal access for pupils/parents with specific physical needs	<ul style="list-style-type: none"> Act upon any findings from Health and Safety Inspection relating to access/exits from building. 	Pupils/parents have equal safe access to/from the school building.	on-going	Evidence of equal involvement of disabled
Long	To have a school building in place which meets needs of all those associated with site.	<ul style="list-style-type: none"> Capitalise on funding streaming and available grants for planning for school site and building 	Quality of provision will continue to improve for all pupils.	on-going	To have a school building in place which meets needs of all those associated with site.

Reference <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>