

Accessibility Plan

Adopted: June 2019

To be reviewed: June 2022

Ightham Primary School provides a nurturing and inclusive learning environment that enables every child to thrive with an expectation of high academic standards. We are committed to providing a balanced, accessible and inspirational curriculum which fosters a lifelong love of learning. 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. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

This will be reviewed every three years by the Governing Body.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says 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 or post-16 institutions
- are under compulsory school 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.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Ightham Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs (SEN) Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **SEN Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **SEN Policy** for an outline of our full provision to support pupils with SEND.

The school's SEN policy and Equality Policy can be found at <http://www.ightham.kent.sch.uk/Policies>

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Accessibility Plan for Ightham Primary School

Priority area	Short term	Outcome	Medium term	Outcome
Staff training				
<p>1. Pupils with medical needs are fully supported</p> <p>2. Ensure support staff have specific training on disability issues</p>	<p>Provide training in use for epi pen, administering medicines (for first aiders) – yearly</p> <p>Staff discussion to share knowledge at relevant meetings</p> <p>Targeted training for staff online using resources at: http://www.advanced-training.org.uk/</p>	<p>All teachers/ TA's are able to fully meet the requirements of disabled children's health needs.</p>	<p>Access STEPS training courses to provide relevant training for support staff.</p> <p>Cross-school training via collaboration group</p>	<p>All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p>
Teaching and learning				
<p>1. Opportunities for children to see positive role models with disabilities</p> <p>2. Laptops/tablets for classroom use to SEND students who would benefit from laptops and students with injuries</p>	<p>Visitors in school who portray a positive image of people with disabilities</p> <p>To monitor achievements of SEND students</p> <p>Gather and record information relating to disabilities of pupils</p> <p>Clicker 7 training for CTs and TAs</p>	<p>Higher profile for celebrating inclusion and link to British values by celebrating Great British names such as Ellie Simmonds, Paralympics swimmer.</p>	<p>To deepen pupils understanding of disability</p>	<p>Personal laptops and assistive software help children who have experienced repeated difficulty with handwriting discover word processing motivational, word processing work gives the child independence from a TA scribe, touch typing provides finger memories of spelling, using a keyboard improves fine motor control and the child gains self esteem and confidence as their computer skills develop and they find they can access the curriculum</p>
School estate – minor capital expense				
<p>1. Highlighted external step edgings with hi visibility yellow paint</p> <p>2. Improved lighting outdoor areas</p>	<p>Caretaker/SENCO to check that all external step edgings are highlighted with hi visibility yellow paint to be checked yearly</p>	<p>Improved safety for all users of school especially visually impaired.</p>	<p>Actioning results of audits.</p>	
School estate – major capital expense				
<p>1. Ensure there are enough fire exits around school that are suitable for people with a disability</p> <p>2. Wheelchair access to some areas. Requires some assistance. Movable ramp access to front entrance.</p>	<p>Audit to be carried out to ascertain that there are enough fire exits around the school.</p> <p>Expert audit to be carried out relating to wheelchair access.</p>	<p>Clear picture gained of improvements required to improve accessibility and safe evacuation of all site users.</p>	<p>Actioning results of audits.</p>	<p>Wheel chair access will be improved.</p>
Information for Pupils and Parents				
<p>1. Ensure that information normally provided in writing by the school is accessible to all.</p>	<p>Large print format materials available, use of colours, different coloured paper and filters.</p>	<p>Able to provide written information in different formats as and when required for individual purposes</p>	<p>If parents have difficulty accessing written information provided by the school ie handouts, newsletters, homework etc, then the school will provide alternative communication</p>	<p>All school information available for all.</p>

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This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____	SEN Governor	Date:
_____	Head Teacher	Date:
_____	SENCO	Date: