

ACCESSIBILITY POLICY AND PLAN



Responsibility, Respect, Compassion & Courage.

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| Policy written | January 2025 |
| Agreed by Governors | February 2025 |
| Review: | January 2027 |

Caring for each other,
Learning from each other,
Achieving with each other...
Guided by God.

Slinfold C of E Primary School serves its rural Parish by promoting excellence in academic, practical and spiritual learning.

We believe that everyone is made in the image of God and aim to provide experiences of our diverse world; through high expectations, support, curiosity, challenge and a love of learning, enabling all to flourish.

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Aims

Slinfold CE Primary School and Pre-School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (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; and
- 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and

Objectives explains how we ensure equal opportunities for all our pupils, 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Slinfold Accessibility Plan will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

The Slinfold Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School Development plan
- Equalities Policy
- Health and Safety Policy
- Administering medicine policy
- Positive behaviour policy

| Improving access to and participation within the curriculum | |
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| Target | Action |
| SEND and Medical register and information on children with additional needs to be maintained and updated. | Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer. Meet with parents of children whose care plans/documentation needs updating. |
| Effective communication and engagement of parents | Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with ILPs and EHCPs. |
| Effective communications with nurseries and schools to provide a quality transition. | To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. |
| Training for staff on increasing access to the curriculum for all learners and removing potential barriers | Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies. TA training on adapting lessons for their pupils. Staff meetings addressing inclusive practice and SEND procedures. |
| Use appropriate assessment tools and activities for children working pre-key stage | Ensure staff are familiar with adaptations of the curriculum. SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage. |
| To ensure that the medical needs of all pupils are met fully within the capability of the school | To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies to identify training needs |
| Appropriate use of specialised equipment to benefit individual pupils and staff | Ipads available to support children with difficulties, Sloping boards for children with physical disabilities, coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols, wobble cushions etc Purchase Widgit to make resources. |
| Appropriate use of intervention and their success and impact on progress | Track intervention success through black books and assessment tools. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions. |
| All children are visible in the curriculum and resources | Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. |

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| Improving access to the physical environment | |
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| Target | Action |
| Evaluate day and residential trips in light of current cohort | Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming. |
| Ensure all children feel safe and involved at playtimes | Play makers to encourage children to join in games Learning mentor to report children who may not be involved at playtimes at briefings. |
| Maintain safe access round the interior and exterior of the school | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/1:1 school staff |
| Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation | Audit SEND children use of clubs and extended services Risk assessments put in place if needed |
| To make effective use of the Nest and Cooking room | Children to use The Nest for regulation. Children to use the cooking room to help build life skills. Children to use the cooking room for smaller group lessons. |

| Improve the access and delivery of written information | |
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| Target | Action |
| Review documentation on website to check accessibility for parents | Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this. |
| Ensure written materials are available in alternative formats | Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms. |
| Improve use of pictorial communication systems (Widgit) | Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg. word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit. |

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