Definition:

A special educational need is any factor which hinders the child's learning progress. A child has a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age: or

b) have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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

See section 312, Education Act 1996

The main priorities of the plan are:
1. **Increasing the extent to which disabled pupils can participate in the 'formal' 'taught' school curriculum and the interstices of the school day and beyond the school day**
   - Focusing on chosen areas of the curriculum over time
   - Co-ordinate with the priorities of the School Improvement Plan
   - Led by those with curriculum responsibility within the school
   - Work in conjunction with partner schools where possible
   - Draw on the expertise of external partners, e.g. speech and language specialists; educational psychologists
   - Use IT

Key elements
- Focus on medium term planning – schemes of work
- Assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening
- High expectations
- Appropriate deployment of learning support
- Pupil grouping and peer support
- Activities outside the taught school day:
  - Playtimes
  - Movement around the school
  - Special events
  - Extra curricula activities – breakfast club and after school clubs
  - School trips

School has set the following overall priorities for increasing curriculum access
- Improve IT provision e.g. laptops in the classrooms
- All schemes of work are updated (Medium term plans)
- Staff continue to strive to overcome barriers to learning
- Needs of all the children are met fully through the effective deployment of support staff
- Assessment is ongoing and formative assessment established
- High expectations
- Continue to provide a varied programme of extra curricula activities and enrichment suitable for all pupils

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (Different aspects of the physical environment need to be considered in relation to different groups of pupils
- Provision of ramps and lifts and improvements to doorways – ramp installed to enable access to the main hall and large playground if entering the school from the main entrance. Ramp from the main playground into the dining room and ramp from the KS1 playground into the foundation stage entrance. 2 lifts installed to access second floor areas.
- Provision for disabled toilets for children and adults – 2 disabled toilets available for children, staff and parents.
- Provision of particular furniture and equipment to improve access
- Changes to the layout of the playground and other common areas
- Improvements to lighting, signage, colour contrast, acoustic environment, floor coverings.

- New corridor for access from an entrance with no steps and access to both sides of the school via stair lift without having to go through the hall.

Funding
- Access initiative bids
- Devolved Capital funding
- Delegated funding for particular equipment that may need to be provided for individual pupils

School has set the following priorities for physical improvements to increase access
- All future decoration works to consider suitable floor coverings, colour contrast – particularly on door frames
- Acoustics in the dining room.
- Furniture and specialist equipment investigated for specific pupils who are not yet known to the school, liaising with relevant agencies.
- Extended Services – Dedicated extended services entrance and no access to main part of the building

3. Improving the delivery to disabled pupils of information that is provided in writing, for pupils who are not disabled e.g. handouts, timetables, worksheets, notices, information about school events. Could possibly include:
- Large print
- Makaton sign language
- Simplified language
- Audio tape
- Video tape
- Symbol system
- Braille

Identifying the appropriate format must take into account:
- Pupils' impairments
- Preferences expressed by pupils and parents
- Access to specialised formats – e.g. Braille

Management, co-ordination and implementation

Management
- The Governing Body takes responsibility for the school accessibility plan and this is highlighted in the Annual Work of the Governing Body Schedule
- The plan will be reviewed annually or sooner if building work or decorating is planned before the review is due. (The asset management plan)
- Co-ordinators will take account of the plan when reviewing schemes of work and resources
- The plan will be evaluated as part of the schools self review and evaluation cycle
- Parents and pupils views will be sought

Co-ordination
- The plan will be evaluated in conjunction with out SEN provision and the DDA
- Professional Development priorities will be informed by the plan
- The school's Health and Safety Policy will be reviewed in light of the plan
- The plan will be co-ordinated with other services and agencies e.g. LA accessibility strategy; social services; health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

Implementation
- The lead person for the plan is the Headteacher, as delegated by the Governing Body
- The plan has clear timescales and identifies the necessary resources, human and financial with source of funding e.g. schools access initiative; devolved capital budget; delegated budget.
- The plan makes clear the anticipated outcomes
- The plan has built in review mechanisms and dates

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan
- Annual review of the plan by the Governing Body
- Include the priorities of the plan in the School Improvement and Development Plan, indicating clear timescales, necessary resources and outcomes
- The plan will form part of our school self review and evaluation.

The school has set the following priorities for making its plan available
- Hard copies of the accessibility plan are readily available from the school office
- Design and layout will be simple and clear
- Large font will be available
- The style will be jargon free as possible

Targets	Strategies	Outcomes	Timeframe	Goals Achieved to date
Curriculum Access				
To ensure all children feel involved at playtimes	Staggered break times. Increased space - reduces congestions Dedicated MTS per class	All pupils are involved at playtimes	On-going	Additional MTS for individual pupils as required.
Teachers and non teaching staff have necessary training to teach and support pupils	Needs analysis of appropriate training required and bring appropriate training events to the attention of the staff	Staff trained and supported Governors aware of the needs of our disabled pupils	On-going	Ongoing Epipen SENCo to organize appropriate training when children with specific disabilities attend the school Intervention training

Targets	Strategies	Outcomes	Time scale	Goals achieved to date
Children are fully integrated within the classroom	Teaching assistants are used to support appropriate children on an identified needs basis. Learning Mentors deployed to support identified pupils	Needs of all children are met by appropriate deployment of TAs and Learning Mentors	On-going	All children are included in the classroom. We are a fully inclusive school Inclusion Profile in place
Children have access to appropriate IT facilities	Integrated digital platform	All children have access to appropriate IT facilities to meet their needs and enable access to the curriculum	On-going	Multi-touch Interactive whiteboards in all classrooms Accessible Chromebooks
Evaluate day visits and residential trips in the light of our pupils at the time.	Review school trips and school journey. Only sites that are suitable for all children can be selected Review modes of transport if necessary so that disabled pupils can be included	All pupils able to participate in school trips	On-going	Evolve trip planning School Journey Venue continues to be suitable for our present cohort and the cohorts for the next year. All day visits have been suitable. Additional adults have accompanied where appropriate
Ensure assessment review and evaluations are fully in place.	Evaluation of programmes offered Inclusion Profile kept up to date by Inclusion Team Formative Assessment in place throughout the school to support the achievement of all pupils.	Assessment is ongoing and progress of individual pupils and groups of pupils is monitored.	On-going	Formative assessment training

Targets	Strategies	Outcomes	Time scale	Goals achieved to date
Staff Specific				
Access to Work	Contact access to work as and when required to meet the needs of individual staff members	Support to Staff members to meet their needs in accessing work	Ongoing	
Physical Environment				
2 lifts for access to the 1st floor at both ends of the school	LA.	Access available for children and adults to the 1st floor on both sides of the school		Installed
Installation of stair lift in Y2 corridor	LA	Health and Safety issues with ramp rectified and stair lift installed		Installed
Decoration plans to take into consideration colour contrasts – particularly on doors and suitable floor coverings	Ensure that decoration plans in the future consider colours in relation to partially sighted pupils and suitable flooring for wheel chairs.	Decoration is suitable	On-going	

Targets	Strategies	Outcomes	Time scale	Goals achieved to date
Improve access and facilities for extended schools – access for community	Accessible entrance to designated area Disabled toilet / toddler toilet and baby changing facilities Provide buggy park	Accessible entrance Disabled toilet completed Toddler toilet available Changing facilities available Easy access for wheelchairs and buggies		Completed
Improve acoustics in the dining hall	Lower the echo / sound levels in the dining room particularly for those pupils for whom loud noise is a problem e.g. autism	Sound levels in the dining room have been reduced to make it comfortable for all		Completed
Create resourced provision for SEN pupils to access facilities to support needs	Create Sapling suite to incorporate: Individual workstations Sensory facilities Practical activity provision e.g. cooking	Saplings Room created		Completed
Management, Co-ordination and implementation	Annual review by Governing Body and Priorities highlighted in the SIP	Plan reviewed annually Inclusion in SIP	Annually and on-going	Plan to be reviewed 2024