



## Mellor Primary School Accessibility Plan 2018-21

### 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 will be reviewed every three years by the Education Committee of the Governing Body.

### Definitions of SEND

‘A child or young person has SEN 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)

‘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’.

The 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 and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND code of Practice 2014)

### 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 FE institutions, 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 measurable.’ (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)

The Accessibility Plan should be read in conjunction with-

1. The National School Admissions code.
2. The School Equality and Diversity Policy.
3. The School Behaviour Policy.
4. The School Special Educational Needs policy.
5. School Information Report-The Mellor Primary School Offer

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

### **The Accessibility Plan**

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’...’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘ Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- There is one bathroom for disabled pupils.
- Teaching Assistants support a range of pupils- delivering both learning and therapy programmes.
- All staff had training to support with emotional needs, through Team Teach training and resilience building language.
- The school is well-equipped with a range of learning aids and specific equipment.
- All staff had training to support pupils with medical conditions: recent training has taken place in Asthma and anaphylaxis.
- There are a high number of trained first aiders across school.
- Many staff trained in the use of Makaton signing to support learning.
- Recent training has taken place in SEND, Autism and Downs Syndrome.
- The extension, completed in 2016, is fitted with acoustic board ceilings.
- Early Years and KS1 classrooms are fitted with height adjustable large interactive touch screens, all other classrooms and the Barley Suite have a large interactive touch screen.
- Y6 has a fixed sound field system and a further two portable JUNO systems are used in school.

**The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.**

**CURRICULUM**

<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Success Criteria</b>
To continue ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided or arranged by the SENCo  SENCo to attend termly network meetings for Stockport and with the Marple cluster.	INSET/ staff meeting as needed  Time given to attend- 2 x 0.5 day per term	SENCo	Staff have a clear understanding of the SEND CoP and the needs of children are met
To ensure that staff have access to high quality guidance and advice on SEND and Accessibility issues.	SENCO has dedicated non- teaching days and has achieved the National Award for Special Educational Needs Coordination.  SENCo to attend termly network meetings for Stockport and with the Marple cluster.	Time given to attend- 2 x 0.5 day per term	SENCo	Staff and SENCo have updated knowledge to meet the needs of children.
To ensure that staff are trained to support pupils with physical needs.	Purchase and update training for all staff bi-annually in <ul style="list-style-type: none"> <li>• Manual handling</li> </ul>	Bi-annually (odd years)	Admin	Physical needs of pupils are met.

To ensure staffs are trained to support pupils with medical conditions and that the medical needs of all pupils are met fully within the capability of the school.	Update staff training annually in <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Anaphylaxis</li> <li>• and as required in other specific conditions.</li> </ul>	INSET, staff meetings	SENCo Admin team	Medical needs of pupils are met within the capability of the school.
	Update and increase First Aiders across School	Rolling programme in place. Cost of First Aid Course and cover as needed.	Admin team	First Aiders increased and updated across school.
	Update Medical Conditions policy and ensure annual parents return is gathered.	Annually	Education Committee Admin team	
Continue to ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Ensure each new venue is vetted for appropriateness Thorough planning. Advance visits. Risk assessments.	As required Leaders planning time for risk assessments Pre-visits where possible	HT/EVC Visit leaders SENCo	All pupils in school able to access all educational visits and take part in a range of activities.
To continue to meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.	Applications completed at appropriate times	HT Assess Co Y6 teacher	Barriers to learning will be reduced or removed enabling children to achieve their full potential.
To ensure that staff are trained to support pupils with emotional needs.	All staff are trained in TEAM teach will be updated and reviewed every 3 years.	1 day INSET every 3 years (due Nov 2020)	SENCo HT Admin Team	Staff use de-escalation techniques successfully.
	Restorative Approaches developed and practised across school. Update and training provided for new starters as needed.	Staff meeting reminders and refresher.  Training for new staff at induction.	SENCo HT	Restorative Approaches further developed and practised across school-fully imbedded to resolve conflict with children.

<p>To ensure all staff are trained to support pupils with Autism.</p>	<p>Ongoing training is provided on supporting Pupils with Autism.</p> <p>SENCo to attend 'Seeing the Autism' Training and class teachers to attend on a rolling programme.</p>	<p>Staff meeting time as needed.</p> <p>2 x 0.5 days to attend 'Seeing the Autism' £40 per delegate.</p>	<p>SENCO LSS/ Inclusion Training</p>	<p>Staff have a good understanding on the needs of pupils with autism and they are fully included in school life.</p>
<p>To ensure all staff are trained to support pupils with Downs Syndrome.</p>	<p>Ongoing training is provided on supporting Pupils with Down Syndrome.</p> <p>Class teachers and Teaching Assistants to attend training days with South Manchester Down's syndrome Support Group and with the Inclusion Team.</p> <p>Support requested from the Inclusion Team.</p>	<p>Staff meeting time as needed.</p> <p>Cover to release for training.</p> <p>£60 for 3 members of staff to attend a full days training.</p>	<p>SENCo</p>	<p>Staff have a good understanding on the needs of pupils with Downs Syndrome and they are fully included in school life.</p>
<p>To support reading and writing for pupils with specific learning difficulties.</p>	<p>Purchase of individual Toe by Toe books.</p> <p>1:1 time with trained TA.</p> <p>Coloured acetates purchased and used.</p> <p>Tinted backgrounds used for flipcharts/ PowerPoints on whiteboards and where possible for paper based resources.</p>	<p>£25 a book.</p> <p>Approx. £4 a sheet.</p>	<p>SENCo</p>	<p>Pupils with specific learning difficulties make good progress.</p>

<b>PHYSICAL ENVIRONMENT</b>				
<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Success Criteria</b>
To ensure that any building improvements support pupils disabilities and access for all Stakeholders.	When paint and carpet colours are chosen the need for clear contrasts will be addressed. Ensure that building improvements are wheelchair accessible.  Be responsive to the specific needs of children commencing on school role.	Consideration at time of tendering/ work being carried out.  As required	HT Governors DHT/ SENCo AVA	Building will be accessible for all

<b>INFORMATION</b>				
<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Success Criteria</b>
Undertake a review of current documentation to ensure it's accessibility.	Provide information and letters in clear print in unambiguous language.  School office will offer support and help parents & carers with access to information and complete school forms  Ensure website and all document accessible via the school website can be accessible by all	On-going Current	Office  Website design team	All parents receive information in a form that they can access.
To effectively use Home/ School communication books for targeted children.	Books purchased and standardised across school.	On-going	SENCo	Parents/ Carers & school working together to achieve best outcomes for pupils.
To ensure that the Accessibility Plan becomes an annual agenda item at Full GB Meetings.	Clerk to Governors to add to list for Full GB meetings.	Annually	Clerk to Governors	Adherence to legislation.

Annual review information to be as accessible as possible.	Information to be reviews as part of policy reviews during the year. Use of Stockport LA agreed formats.	On-going	SENCO	All information is accessible to SEND pupils, parents and carers,
To liaise with Nursery providers to review potential intake for each September	To identify pupils who may need additional to or different from provision for each September Intake	As needed	HT EYFS teacher SENCo Admin	Procedures/equipment/ ideas set in place by Sept of each year.

### **Monitoring**

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher or Assessment Coordinator. The performance of groups, including those with SEN and/or a disability, is reviewed termly with each class teacher and is further monitored by the Governing Body.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the Local Authority and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

The SENCo and Inclusion Governor meet at least twice during the year.

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