

Accessibility Plan



Through respect we will work together in Christ to develop the whole person

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Leader: SENDCO

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 (DfES, 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.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

St Matthew's has adopted this accessibility plan in line with the school's special educational needs 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 special educational needs 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 special educational needs policy for an outline of our full provision to support pupils with SEND.

The special educational needs policy, SEN information report, Local Offer and publication of equality information can be accessed via the school website www.stmatthewsprimaryschool.co.uk, or alternatively ask for a paper copy at the school office.

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.

Access to the curriculum

Aim - To increase the extent to which disabled pupils can participate in the school curriculum.

| | Priority | Strategies | Timescale | Outcome | Progress |
|------------|---|--|-----------|---|-----------------------|
| SHORT TERM | Raise awareness of teachers to differentiating the curriculum & approaches to alternative recording in school. | SLT to audit planning & carry out lesson observations. Provide support/training as necessary | Feb 2019 | All staff confident and consistent in range of differentiation strategies and use of alternative recording. | |
| | Raise awareness of staff on the specific needs of their pupils living with a disability in terms of daily living skills and relationships | Inclusion Manager to ensure that teachers are | Feb 2019 | Staff are aware of barriers to learning and | Completed as required |

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| | | aware of the relevant issues & provide access to support from other professionals as required. | | how to access additional support for pupils. | |
| | Ensure relevant staff are aware of disabled children's curriculum access | System of individual access plans. | Feb 2019 | Staff aware of individual pupils' access needs. | |
| | Ensure all out of school activities are planned to ensure the participation of the whole range of pupils | Consider this issue when trips are in the planning stage to ensure compliance with the legislation. | April 2019 | All pupils able to access all school activities. | |
| | Classrooms are organised to promote and support the participation & independence of pupils. | Review & implement a suitable layout of furniture & equipment to support the learning process in individual classrooms/bases. | Dec 18 | Lessons should start without the need to make adjustments to accommodate the needs of individual pupils. | |
| | To ensure that pupils identified as having dyslexia/dyspraxia/ASD/ADHD/SPD have access to a suitably differentiated curriculum. | Coloured overlays & whiteboards available. Buff coloured paper. Acceptance of a variety of written formats, differentiated homework, marking strategies, multi-sensory approaches. Additional resources, rest breaks built into individual timetables | Staff individual meetings with IM Sept-Oct | Pupils with SEND will have full access to the curriculum, achieve success and their strengths will be recognised. | |
| | Use PIVATS to assess pupils who are not meeting expected levels of progress | Continue to train staff as necessary. Moderation of PIVAT scores. Link Pupil Profile targets to PIVATS | Feb 19 | All children will be included in the assessment process and will have measurable and achievable targets. | |
| MEDIUM TERM | Ensure LSAs have access to relevant training | IM & DHT to promote professional development for LSAs | Ongoing | LSAs to be more skilled & confident in supporting individual children. | |

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| | Ensure Top-up funding is applied for if felt necessary for particular pupils | IM to observe graduated response, assess, plan, do, review cycle & apply for high needs funding if appropriate | As required | Barriers to learning are removed if high needs funding is secured | |
| | Through Raindrops children with possible SEND are identified early | IM & AHT to work with parents/local community groups to ensure early identification & signpost parents appropriately | Spring terms 2019,2020,2021 | Children are identified early to ensure when they start school provision is in place | |
| LONG TERM | Work with nursery providers to ensure children with SEND are identified early | IM & AHT to work with local providers to ensure early identification & effective transition | Spring terms | Children are identified early to ensure when they start school provision is in place | |

Access to the environment

Aim : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| | Priority | Strategies | Timescale | Outcome | Progress |
|------------|---|--|-------------|--|---|
| SHORT TERM | School is aware of the access needs of disabled pupils | IM to liaise regularly with outside agencies e.g. OT, PT. IM to create access plans for individual disabled pupils | Ongoing | All staff aware of pupil's needs. Children feel valued and part of the whole school. | |
| | To consider the use of tables & chairs for disabled pupils. E.g. raising of tables if wheelchair users are admitted to the school. | Liaise with OT service to ensure tables & chairs are at the correct height for children | As required | Disabled pupils are able to sit at desks with their peers | |
| | Ensure that if wheelchair users are admitted to school that adjustments are made to classroom layout in order to facilitate access. | Liaise with OT service, ensure corridors are uncluttered, doors are wide enough etc. | As required | Access to parking & school building is maximised | Ramps & lifts fitted, currently we have no wheelchair users (Sept 18) |
| LONG TERM | Adapt area of the school to ensure quiet/sensory area | Liaise with Site Manager, SBM, HT | Summer 2019 | Pupils suffering sensory overload have a safe/quiet space | |

Access to written information

Aim : To improve the delivery of information to disabled pupils and parents

| | Priority | Strategies | Timescale | Outcome | Progress |
|-------------|---|--|-------------|--|----------|
| SHORT TERM | To ensure that communications with parents are clear and explicit. To value the contributions made by parents and to encourage their participation in their child's education | Parents made aware of the option of coloured paper being used for letters home, Home-School link books used for some pupils, use of plain English, termly reports, parents' evenings twice a year, SEN meetings as requested by parents. As much relevant information as possible available on school website. Encourage parents to sign up to the text service. | Spring 2019 | Improvement of information to disabled pupils and their families. | |
| | Children continue to develop awareness of their access needs and preferred learning styles. E.g. Dyslexic pupils being able to choose to present written information using mapping techniques etc | IM to remind staff, encourage discussion between staff & pupils | Ongoing | Children are able to articulate their access needs. | |
| MEDIUM TERM | Children with particular difficulties in presenting information are given opportunities to present their work using ICT – this will involve the purchase of further laptops | IM to liaise with ICT co-ordinator. | Spring 2019 | Children are given alternative methods of presenting their work | |
| | Children with specific learning difficulties will receive opportunities for typing practice to increase their typing speed, therefore allowing them to use | IM to work with TAs to ensure children are given typing practice. Pupil Profiles will show this | Spring 2019 | Children's typing speed improves which will have an impact on the amount of work they are able to produce. | |

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| | ICT efficiently & with greater impact | | | | |
| | Access & reporting arrangements for end of year tests (particularly end of KS tests) will be reviewed to ensure children with specific learning difficulties are not disadvantaged. | IM & assessment co-ordinator to check | January 2019 and each January thereafter | Children are able to participate to the best of their ability – tests do not present a barrier. | Reviewed each January |
| LONG TERM | Consider use of translators/providing information in a variety of languages should the need arise | IM to liaise with EMTAS/Big Word as necessary | As required | Written/spoken information is not a barrier to EAL parents | As required |

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