

Boothville Primay School

Accessibility plan

May 2021

Definition of special educational needs

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

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) 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 disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

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 in mainstream provision in England.

Accessibility Plan

Boothville Primary School has adopted this accessibility plan in line with the school's Inclusion policy and Single Equality plan 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.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's Inclusion policy, Equality policy and SEN information report and shall be published on the school's website.

Our SEND policy outlines the school's provision for supporting pupils with special educational needs and disabilities and the school's publication of equality information and objectives explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on 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 SEND policy for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several 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.

Boothville Primary School Accessibility Plan

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT Inclusion Manager	Termly meetings with parents/carers ILP/EHCP review meetings with Inclusion Manager Stay and Play sessions Workshops for parents Newsletters Topic Days	Directed time used – School Cloud annual cost	In place and ongoing	Parents/carers fully informed about progress Parents engage with child’s learning
Training for staff on increasing access to the curriculum for all pupils	SLT/ Inclusion Manager School Nurse	Annual auto-injector training Training from Team Teach, SALT Access to courses Ongoing guidance from specialists – Target Autism, SSS, OT, Physiotherapist, Support from specialists for pupils with hearing and visual impairments	Training Time TA time allocated	In place and ongoing Auto-injector training Regular visits from external professionals	Increased access to the curriculum Needs of all learners met
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SLT Inclusion Manager	Strategic deployment of staff/TAs and additional staff for intervention/recovery Use of IT – Communication in Print, Voice activated software, Dictation in Word, iPads Purchase and allocate other resources as needed, eg: writing slopes, wobble cushions, fiddle/chew toys, overlays, pencil grips, coloured exercise books Ensure specialist equipment (hearing aids) is checked daily	Specific app to support learning on iPads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of resources

Accessibility Plan

		and seek advice if needed			
Adaptations to the curriculum to meet the needs of individual learners	Inclusion Manager	Pastoral support, timetable adaptations Individual OT/Physio programmes SALT programmes Specific training in word processing skills through Dance Mat touch type program Use of access arrangements for National Test	TA for SALT SALT engaged through NHS Support as required from external specialists	In place and ongoing	Needs of all learners met enabling positive outcomes
Improve experiences for visually impaired pupils	Inclusion Manager	Consult VI team Use of magnifiers, Braille keyboard, enlarged reading materials as required on the basis of individual needs	Cost of equipment	In place when required – regular visits from VI team	Teaching aids, white boards are more easily seen and learning experiences of pupils enhanced
Improve experiences for hearing impaired pupils	Inclusion Manager	Daily maintenance and use of hearing aids as required Consider hearing loop systems if recommended Consult HI team	Installation of equipment	In place when required – regular visits from HI team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
2. Improving the Physical Environment					
Provision of wheelchair accessible toilets	HT and Amey staff	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school	HT/Amey	Designated disabled parking	Maintenance costs	In place and	School will be fully accessible for

Accessibility Plan

and reception to be fully compliant		Wide doors and corridors Clear routes through school		ongoing	wheelchair users
Improvements to help children with visual impairments	HT/Amey	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed	Cost of materials Amey staff costs	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improvements to help children with hearing impairments		Sound field systems in place Maintenance of equipment	Maintenance/cost of equipment	In place	Equipment in place for children with hearing impairments and children can access all learning as a result.
Access plans/risk assessments created for individual disabled pupils when required	Class teacher/LT	Create plans to ensure access is available to all pupils (ramps, clear routes through school) Loan/purchase equipment when needed	Equipment costs when needed	In place and ongoing	Access for all School will be fully accessible for wheelchair users People with disabilities can move unhindered along exterior pathways
Improve signage to indicate access routes around school	HT/Amey	Signs indicate disabled parking bays and wheelchair friendly routes around school	Costs of signs	In place	Wheelchair access clearly signed
Maintain safe access around the exterior of the site	HT/Amey	Ensure that pathways are kept clear of vegetation, litter and any other obstructions	Cost included in grounds maintenance	In place and ongoing	People with disabilities can move freely along exterior pathways
Maintain safe access around the interior of the school	HT/Amey	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school.
3. Improve the Delivery of Written Information					
Availability of written material in alternative formats	Office staff/SLT FSW	Newsletter sent via Parentmail Key content published on school website Documents translated where	Contact details and cost of adaptation	In place and ongoing	All parents/carers will be up to date and well informed of school information Parents receive appropriate information to support their child

Accessibility Plan

		appropriate Provide access to translators or sign language interpreters.			with additional needs
Ensure documents are accessible for pupils with visual impairment	Class teachers Inclusion Manager	Seek and act on advice from external agencies on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font is used in documentation	Loan/purchase costs of magnifier or other specialist equipment	In place and ongoing	Pupils able to access all school documentation

This accessibility plan and the outcomes will be monitored and evaluated annually and the plan formally updated and revised every three years to ensure that it covers all areas of accessibility needed in the school.