



# Accessibility Plan

## Hucknall National C of E Primary School

Adopted: June 2021

Review date: June 2024

### **Definition of special educational needs**

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

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

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a 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.

Our SEND Policy outlines the school's provision for supporting pupils with special educational needs and disabilities, and 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 SEND Policy which details the provision we have in place to support pupils with SEND. This can be found in the 'SEND' section of our website.

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.

Timescale	Task	Linked to school aims from SDP	Lead Personnel	Resources	Timeline	Monitoring
<b>Staff Training/ Access to communication</b>						
Short term	To continue to provide training opportunities for all staff to enable them to meet the needs of children with a range of SEND.	Priority 1: To improve outcomes across the school by improving the consistency of good or better teaching and learning  Priority 3: To improve and continue to develop the effectiveness of leadership with a focus on phase and subject leaders.	EM	SFSS Training Network meetings/conferences	Ongoing	EM SB Governors
Medium term	To promote awareness and understanding of difference and disability amongst the whole school community.		EM	SFSS Autism Awareness	2020-2021	EM SB Governors
Long term	To review information on the school website annually to ensure that the school's local offer is maintained.		EM	SEND time	Annually – Autumn term	EM SB Governors
<b>Teaching and Learning/ Access to curriculum</b>						
Short Term	To ensure that children with visual impairments have access to adapted books e.g. large print, wider spacing	Priority 1: To improve outcomes across the school by improving the consistency of good or better teaching and learning.	RH	RNIB materials Guidance given by SFSS	Ongoing	Class Teacher EM SB

Medium term	To develop the use of workstations within classrooms for children with sensory needs.	Priority 1: To improve outcomes across the school by improving the consistency of good or better teaching and learning		Guidance given by SFSS	Ongoing	Class Teacher EM SB
Long term	Review the range and impact of interventions being delivered across the school to ensure that children with SEND are making accelerated progress.	Priority 3: To improve and continue to develop the effectiveness of leadership with a focus on phase and subject leaders	EM HB	Provision maps Pupil Profiles	Ongoing - termly	SB HB Governors
<b>Access to buildings/environment</b>						
Short term	To consider individual needs when determining the location of classrooms, e.g. Move a class downstairs to accommodate a wheelchair user.	N/A	SB HB	Medical reports, parental information, statutory guidance	Ongoing	SB HB Governors
Medium term	To provide specialist equipment/adaptation for individual children as they move throughout the school by making referrals to PDSS where required.	NA	EM	Referral forms PDSS advice and resources	Ongoing	SB HB Governors
Long term	To ensure that adjustments to the school buildings and grounds maintain accessibility for all children and adults.	NA	SB	Plans Statutory guidance to ensure requirements of DDA are met.	Ongoing	SB HB Governors

This accessibility plan and the outcomes will be evaluated *[annually/every three years]* to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

**Signed by**

\_\_\_\_\_ **SEN Governor**                      **Date: .....**

\_\_\_\_\_ **Headteacher**                      **Date: .....**

\_\_\_\_\_ **SENDCo**                      **Date: .....**

**This document will be reviewed *[annually/every three years]***