

Vigo Primary School



Accessibility Policy

This policy has been approved and adopted by the Governing Body in March 2021 and will be reviewed in March 2024.

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 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)

The school's Aims:

Our aim is to achieve maximum inclusion of all pupils, including those with SEN, and meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within the National Curriculum. Part of our ongoing plans for development is to promote High Quality Inclusive Teaching across all subject areas and gain a greater understanding of students' individual needs. Where necessary, appropriate interventions will be implemented to enable students to progress and reach their potential.

Aims and Objectives of the SEN Policy:

- To reach high levels of achievement / significant rates of progress for all

- To be an inclusive school
- To meet individual needs through an appropriate range of provision and targeted interventions.
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

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)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan:

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Current position:

• The site is accessible for pupils with moderate physical difficulties. Parts of the school are not accessible to people with more severe physical disabilities are so because of steps. We have requested that external steps be replaced with ramps by Hampshire County Council. If a child with severe physical disabilities is in a class that can only be accessed by stairs, we would relocate that class.~~The majority of the site is accessible for pupils with moderate physical difficulties.~~

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• The outside areas are mostly flat and completely accessible. There are some areas behind the school where we have steps and this would be inaccessible for people with more severe physical disabilities.

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• The school has 32 disabled parking spaces in front of the building.

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• There is ~~are~~ toilets for disabled students ~~in Key Stage 1 and 2~~ Early Years. There is a toilet in the reception area for use by disabled adults.

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• A SENCO and pastoral staff support a range of vulnerable pupils and their families.

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• Children with speech and language difficulties are supported within the school by the Resourced Provision and children with SEMH needs are supported by the Ready 2 Learn Room.

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• Students who have EAL are well supported by language rich environments and EMTAS where appropriate.

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Gathering Information:

Disabled pupils and staff are identified through data collection sheets, self-declaration and admission forms. GDPR legislation will be observed in sharing this information.

Disabled parents, governors and other school users are identified through self declaration. GDPR legislation will be observed in sharing this information.

When necessary we will ensure we make every reasonable adjustment to meet the needs of disabled staff.

Accessibility Plan 202118-241
Vigo Primary School

Target	Strategies	Timescale	Responsibility	Success Criteria
All pupils are able to access the curriculum and make good progress. Ensure teachers and classroom support staff have specific training on disability issues	Use of Rosenshine materials, generative learning and developing knowledge on cognitive load theory. Be aware of needs of children Be aware of staff training needs Staff access to appropriate CPD and support	April 21 On-going as required	HT SENCO and Inclusion Leader	All children able to access all areas of the curriculum and work towards attaining age related expectation Raised confidence and knowledge of staff Children with disabilities to be fully integrated to school life
Classrooms are optimally organised to promote the participation and independence of all pupils. All educational visits to be accessible to all	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Set non-negotiables of displays and learning resources available in classes Develop guidance to staff on making trips accessible Risk assessments to be carried out prior to the trip being booked to ensure it is suitable for all pupils.	April 21 and then each September On-going as required	DHT & SENCO	Children have ready access to a range of resources to support their learning. This means learning time is optimised and more progress can be made. All pupils in school to be able to access all educational visits and take part in a range of activities.
Use of visual resources in classes to support learning for all children Review PE curriculum and extra-curricular activities to ensure they are accessible to all	Development of scaffolds to support learning – scaffold up rather than differentiate down Use of visual timetables across the school. Gather information on accessible PE and disability sports Invite disabled athletes into school	April 21 On-going as required	SENCO and PE leader	All children, including EAL and SEN, will be able to use the resources available to them in classrooms to assist their learning. All to have access to PE and extra-curricular clubs allowing all children to enjoy and achieve
To ensure that, where possible, the school buildings and grounds	Audit of accessibility of school buildings and grounds. Suggest actions and implement as	On-going as required	HT and SENCO	Modifications will be made to the school building to improve access.

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are accessible for all children and adults and continue to improve access to the school's physical environment for all.	budget allows. Move class groups around dependant on accessibility needs of the students			
Ensure all disabled people can be safely evacuated from the building in the case of an emergency	Ensure Personal Emergency Evacuation Plans (PEEPS) are in place for all pupils with difficulties Ensure all staff are aware of their responsibilities	Each September and as required	SENCO and class teachers	All disabled pupils are safe in the event of a fire or an emergency
<u>Ensure all children identified as SEND have appropriate interventions in place according to need. These are identified on year group provision maps and EHCP action plans/pupil passports. Languages other than English to be visible in school</u>	<u>Training for staff on using Provision Mapping tool</u> <u>Provision maps developed for each year group. Individual pupil passports for children with EHCPs. Some welcome signs and others to be multi-lingual</u>	<u>May 21 and then termly January 2019</u>	<u>SENCO HT and EAL leader</u>	<u>Planned, timely support will be in place that enables children with SEN to make progress from their starting points. Confidence of parents to access their children's education</u>
<u>Make available school prospectus, school newsletters and other information for parents in alternative formats. Ensure compliance with Disability Discrimination Act (DDA) 1995 and SEN Code of Practice.</u>	<u>Review all current school publications and promote the availability in different formats for those that require it (different languages, videos, talking to parents etc). Staff and governors refreshed about the requirements and obligations of DDA, and of the Accessibility Plan through staff meetings and CPD</u>	<u>September 21 January 2019 and ongoing</u>	<u>Office team HT</u>	<u>Important school documentation will be accessible by all staff and governors will know their responsibilities with regards to the DDA and SEN Code of Practice</u>
<u>To continue to ensure staff meet the needs of children with a range of SEN.</u>	<u>SENCO to review the needs of children and provide training for staff as needed.</u>	<u>November 2018 and on-going</u>	<u>SENCO and Inclusion Leader</u>	<u>Staff are able to enable all children to access the curriculum.</u>

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