



Accessibility Plan

3-year period covered by the plan: 2021-2024

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Schools' Duties around Accessibility for Disabled Pupils

The Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are:

- Not at a substantial disadvantage
- Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of:
 - Time and effort
 - Inconvenience
 - Indignity and discomfort
 - Loss of opportunity and diminished progress.

Responsibility of Schools & LA

ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, but schools have an additional duty to plan for better access

for disabled pupils.

- Schools are required to prepare accessibility plans for their individual school and LA's are under a duty to prepare accessibility strategies covering



maintained schools in their area.

- The nature and content of plans will depend on size of school and resources available to the school.
- Important that schools and LA share information on their plans so that LA accessibility strategy and individual schools' accessibility plans inform each other.
- The reasonable adjustments duty and a wider and more strategic planning approach for schools are intended to complement each other.

Accessibility Plans Target 3 Areas

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Increasing the Extent to which Disabled Pupils can participate in the Curriculum

- Improve the accessibility of the curriculum, covering both teaching and learning, trips and visits, after school activities and extended school activities.
- Planning - All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).
- Demonstrate what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

Improving the Physical Environment of Schools

- To enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.
- In order to ensure compliance with the Equality Act this is in reference to everyone accessing the building and not just the pupils.
- Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

Accessibility at Short Wood

Short Wood has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is physically, 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 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.

Increase access to the curriculum for pupils with a disability					
Priority	Lead	Strategy	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	Head teacher Business Manager	Termly meetings with parents/carers – Annual Review meetings with SENCo Parent workshops Maths morning Family Story time.	Time allocated.	In place and ongoing Once it is safe to do so parents will be encouraged to join these activities	Parents/carers fully engages about progress and engage with their child's learning
Teacher's planning meets the needs of all children in their class and identifies how learning will be supported through effective differentiation and communication.	Class teacher SENCO	Class provision maps identifying the needs of children within the class. Class planning identifies how the learning will be differentiated. Class planning identifies additional resources required to support progress of all children.	Time Individual pupil resources as required.	Weekly planning identifies clear differentiation.	All children will have access to a curriculum which they can take part in, achieve and reach their full potential.



<p>Training for staff on increasing access to the curriculum for all pupils</p>	<p>Head Teacher SENCO</p>	<p>Epipen training Intimate care policy and trained staff Training from SALT, Safe Guarding Training, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.</p>	<p>Training time TA time allocated</p>	<p>Training given to staff annually through the school nurse team. Autumn 2021</p>	<p>Increased access to the curriculum Needs of all learners met Maintain records of staff trained</p>
<p>Effective use of resources & specialised equipment to increase access to the curriculum for all pupils</p>	<p>SENCO Class teacher</p>	<p>Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & touch typing Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment (eg: hearing aids) are checked daily and seek advice if needed (eg: from Sensory Support)</p>	<p>Specific apps to support learning on ipads Other resources as required for individual pupils</p>	<p>Equipment needed identified as part of the transition to school.</p>	<p>Needs of all learners met enabling positive outcomes</p>
<p>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. All visits are made accessible to all pupils.</p>	<p>SLT/Senco/Staff leading clubs Head teacher, class teacher</p>	<p>Risk assessments will be undertaken where appropriate. Pre visit completed before all visits Risk assessments completed and take into account the additional needs of individual children Needs of group shared with place of visit.</p>	<p>Any specialist equipment needed to allow a child to access a club</p>	<p>Ongoing</p>	<p>Increased access to the extra-curricular activities for Pupils with SEND All children to have access to all school visits and can take part in a range of activities.</p>



Improve and maintain access to the physical environment					
Priority	Lead	Strategy	Resources	Timescale	Success Criteria
School is aware of the access needs of disabled children, staff and parents/carers	Headteacher SENCO	Parents complete pupil information page about their child on entry to Short Wood. Appropriate staff training for those staff supporting pupils with a disability: manual Handling, wheelchair use operating the stair lift.	Time SIMS- record of child's needs	Transition on entry to Short Wood Identifies specific support required.	School is fully accessible and inclusive for all pupils, staff and parent/carers. Staff can safely support the needs of pupils with disabilities.
All staff and pupils can evacuate the building safely and in a timely manner in the event of an emergency.	Site Team	Health and safety audit. Termly Fire drill	Time maintenance	Termly fire drill to ensure staff and children are able to evaluate the building safely.	All disabled pupils, staff, visitors and volunteers to have safe independent evacuation in emergency situations.
Access into and around school and reception to be fully compliant		Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users.
To deliver findings to the Governing Body	Time HT SENCo SEND Gov	Governors Meetings	Time	Annually Termly SEND Governor and SENCo meetings	Governors fully informed about SEN provision and progress
Hand washing facilities in all classrooms are at the right height and taps can be operated easily	Site Manager	Consult with OT to identify appropriate taps for pupil with fine motor difficulties (unable to push taps, turn taps on) Site team to make changes as advised by outside agencies.	Cost of adapted taps	Autumn 2022	Children can wash their hands independently.



Improve the delivery of written information to pupils					
Availability of written material in alternative formats	Head teacher SLT Class teachers	Key content published on school website Provide translated documents where appropriate. Communication through Dojo enables parents to translate messages between home and school.	Contact details and cost of translation / adaptation	In place and ongoing	g All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation.	Loan/purchase costs of magnifier or other specialist equipment	In place and ongoing.	Pupils able to access all school documentation
Translators provided for parents' meetings, meetings with LSAT, annual reviews and any other external services as required.	All staff	Staff are aware of the language needs of their parents. Translators are provided when necessary.	Translator	Ongoing and in place	All parents can engage in their child's learning and be fully included in supporting their learning needs.