

Accessibility Plan 2015 – 2018

'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability'

Article 23 UN Convention on the Rights of the Child

As a UNICEF Rights Respecting School, St Matthew's has placed the UN Convention on the Rights of the Child at the heart of our school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. Our school is a place where children's rights are learned, taught, practised, respected, protected and promoted. Our commitment to children's rights and equal opportunities is an important aspect of our overall commitment to be a fully inclusive school.

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)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

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)

The Accessibility Plan should be read in conjunction with-

The LA admissions policy.

The School Prospectus.

The Equality Policy .

The Behaviour Policy.

The Special Educational Needs policy.

The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

Curriculum:

- Having high expectations for all pupils at the core of our school vision
- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist staff to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a UNICEF Rights Respecting ethos within St Matthew's.
- Developing Forest schools ethos with 1 member of staff trained as a forest school practitioner.
- Developing areas around school to further enhance and develop learning: allotments, pond, school dog, sensory garden etc.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, collaborative learning styles

- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy schemes to support vulnerable pupils.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being
- Close workings with the Virtual Schools team for looked after children.
- Staff training and development

Physical Access:

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- Wheelchair access to all buildings that are used day-to-day.
- 1 disabled car park space by the ramped entrance to the front door of the School.
- Disabled toilet facilities available with wheelchair access.
- Adapted/specialised furniture provided to meet individual needs.
- Private meeting to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil's health and well-being.
- Access issues take priority in adaptations and improvements of the learning environment.
- Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Text messaging to parents
- Weekly newsletter
- Clear and accessible school website
- School Twitter account



The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Action Plan				
Objectives	Tasks	Resources	Lead	Monitor
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo in INSET and through regular staff meetings. SENCO to attend termly LA SEN network meetings	INSET & Staff meeting time	JL	Monitoring cycle Head teacher report to Governors
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma Epilepsy Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	Staff meetings and INSET for all staff	JL, TJ	Lead Governor for Inclusion meetings Head teacher report to Governors
To continue to provision map to meet individual needs within each cohort ensuring best pupil outcomes	SLT to provision map and adjust TA support to meet individual/group needs Dedicated SLT time to review outcomes for SEND pupils To support core skills for children with specific learning difficulties with intervention and support programmes To support children with emotional needs with intervention and support programmes	SLT Staff release time Staff training	JL, TJ, PL	Lead Governor for Inclusion meetings Head teacher report to Governors
To continue to improve accessibility to the school site	Widen all paths to improve access Add paths to the outdoor classroom Improve access to reception area	Budget	TJ and LW	Governor reports FPP committee

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.

The Head teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the termly report to governors. The SEN Governor also checks this document on at least an annual basis.