



Accessibility Plan

Shirland Primary School

November 2022

Last Reviewed	March 2023
Written By	Jessica Dolman
Reviewed By	Chair of Governors
Next Review Date	November 2026

Overview

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustment for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Definition of disability, as defined in the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

This plan sets out the proposals of the Governing Body at Shirland Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary.

We have devised an action plan showing how the school will address the priorities identified in the plan.

The Purpose and Direction of the School's Plan: Vision and Values

Our Vision Statement:

“Be the best that you can be.”

Shirland Primary School is a fully inclusive school. There is equality opportunity for all pupils to follow a full, broad and balanced curriculum and to take part in extra-curricular activities and the full life of the school. We aim to meet the needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential.

We recognise the individual needs of all students and endeavour to maximise the potential of all students- every teacher shares these responsibilities. As many barriers to learning as possible for all pupils are tackled. Where pupils have additional needs, staff have undertaken specialist training e.g. dyslexia, ADC, ADHD, hearing and visual impairment.

Specialist learning resources are bought and, when necessary, structural changes can be undertaken to provide the correct environment for all pupils to thrive and progress. The school, which opened in September 2011, has been designed and built with all of the up-to-date requirements of the DDA.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of its pupils. This, in turn, helps pupils to realise their potential.

We have a behaviour policy which has been formulated through consultation with pupils and staff and a system of rewards based on team points for individual successes. The behaviour policy is well-understood and boundaries are clear.

Accessibility Plan 2022-2025

Our action plan below shows our commitment to ensuring that all children can access our curriculum. This is reviewed regularly throughout the year, at least half termly. This is formally reviewed by Governors every 3 years and rewritten as appropriate.

Improving Access to the Curriculum				
Target	Action	Lead Responsible and Key Personnel	Resourcing/Costing	Performance Indicators
Learning aids constantly evolve to ensure that learners of all abilities and with a wide variety of needs can access the broad and balanced curriculum fully.	<ul style="list-style-type: none"> • audit of current SEND register and needs • training schedule of how to disseminate information on wide variety of resources • place relevant ones on website for parents to use 	Mrs Kerry Mrs Dolman Mrs Needham All teaching staff	<ul style="list-style-type: none"> • staff meeting time • SENDCo attendance at network meetings and/or conferences 	Resources from whole-school training made available for use e.g. dyslexia-friendly resources and resources for visually impaired pupils.
Intervention awareness and training for new staff to support all learners who need interventional support.	<ul style="list-style-type: none"> • ensure new staffs' needs are made clear and training schedule/induction plan covers actions to meet these needs. • SENDCo to keep up-to-date with new training opportunities 	Mrs Kerry Mrs Dolman Senior leaders NQT/ECT mentors	<ul style="list-style-type: none"> • leadership time to arrange training • induction meetings scheduled 	New staff are well-supported in their role in supporting pupils. SEND children make appropriate progress.
Continue to develop our pupil's knowledge of the variety of disabilities and to continue to develop positive attitudes towards these.	<ul style="list-style-type: none"> • ensure assemblies have a regular theme of disability awareness • celebrate Disability Awareness month each year • ensure coverage through PSHCE session using the PSHE Matters scheme • participate in awareness days e.g. Autism Awareness Day 	Mrs Kerry Mrs Dolman Miss Harrison Teaching staff	<ul style="list-style-type: none"> • assembly sessions • weekly PSHCE lesson • annual awareness days 	Monitoring shows that pupils are sympathetic towards a variety of disabilities and understand them fully. Pupils understand how to support peers with disabilities. Our disabled pupils are aspirational.
Develop staff knowledge of a variety of disabilities so they are best equipped to differentiate the curriculum accordingly.	<ul style="list-style-type: none"> • Use SENDCo to deliver training sessions to address misconceptions/gaps in knowledge. Disseminate findings from network meetings and advice from other professionals. 	Mrs Kerry Mrs Dolman	<ul style="list-style-type: none"> • Staff training sessions led by SENDCo and LA representatives where appropriate. 	Staff are fully equipped to confidently differentiate the curriculum appropriately so all children can access it effectively. Expertise are

	<ul style="list-style-type: none"> Contact specialist teachers and seek advice of the LA where appropriate. 		<ul style="list-style-type: none"> Time to monitor lesson planning to ensure appropriate differentiation is in place. 	consulted for advice and the best practice is shared.
Improving the Physical Environment				
Target	Action	Lead Responsible and Key Personnel	Resourcing/Costing	Performance Indicators
Review regularly, and at least annually, the physical environment to ensure there are no physical barriers to children's learning.	<ul style="list-style-type: none"> Learning walks always have an element on considering this. Ensure any barriers are addressed swiftly and effectively. Evaluated in conjunction with the annual Health and Safety Audit 	Senior Leaders Site Manager Class teachers	<ul style="list-style-type: none"> learning walk conducted and findings communicated with staff Physical changes must be accounted for in the budget when these occur 	There are minimal barriers to learning in our physical environment. When these are identified, they are swiftly tackled and addressed.
Ensure that access to after school provision is accessible for all children including those with physical disabilities where appropriate.	<ul style="list-style-type: none"> Continually analyse the children attending before and after school provision to ensure we have all children accessing these clubs with use of risk assessment to minimise risks where appropriate. Use this information to ensure our disabled children are attending these clubs where appropriate 	Mrs Kerry Mrs Dolman Mr Flanagan Mr Woodhouse (AVSSP) Teaching staff	<ul style="list-style-type: none"> Time to analyse the numbers of children attending the clubs Address reasons why our disabled pupils are not attending these clubs. 	Disabled children access this provision as much as other pupils where appropriate and changes are made to provision so they can attend at least one club.
Children have visual/audio representations where applicable and preferable e.g. visual timetables and different teaching approaches to support their learning needs.	<ul style="list-style-type: none"> Audit of the classrooms and whether this matches to the needs of the children. Share with staff and direct as necessary or align training. 	Mrs Kerry Mrs Dolman Class teachers and TAs	<ul style="list-style-type: none"> Leadership release time for audit. Staff training sessions and meetings to share information and findings. 	Different representations ensure all children can access the curriculum. Monitoring shows that all children can access the curriculum.

Improving the Delivery of Written Information				
Target	Action	Lead Responsible and Key Personnel	Resourcing/Costing	Performance Indicators
To ensure that any parental information is available to parents in different formats e.g. large print, braille. To ensure hearing and visually impaired parents are supported in school events e.g. interpreters.	<ul style="list-style-type: none"> • Upload information delivered in assemblies, parent workshops etc to our website or send to families via ParentHub if requested. • If any parents require or request information in a different format, ensure this is available and relevant support in gaining this, is accessible. • Contact LA to gain advice on how to convert the documents as and when needed. 	Mrs Kerry Mrs Dolman Mrs Needham Mrs Ogden/Mrs Gilbody Subject leaders Class teachers	<ul style="list-style-type: none"> • Use of emailing system and website software. • Cost of interpreters if and when needed. • Any costing as and when needed to convert documents for families/pupils. 	All parents have access to information which helps them to support their child at home with learning.