



Leen Mills Primary School

Accessibility Plan

Adopted: September 2016

Review date: ~~September 2019~~
September 2022

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) says 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.

Leen Mills Primary School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is 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.

| Priority area | Short term | Outcome | Medium term | Outcome | Long term | Outcome |
|--|--|--|----------------------------|---|---------------|---|
| Staff training(inc accessibility of information) | | | | | | |
| 1. Understanding of the graduated response | Inset day 31.10.16 | All staff understand the Code of Practice and roles and responsibilities with the graduated response. | | | | |
| Understanding SEND in the curriculum | Jan 22 (subject leads to work with SENco) and staff meeting 22.01.22 | Subject leaders understand how their curriculum is adapted to meet the needs of SEND pupils, whilst still remaining ambitious. | | | | |
| 2. SPEECH & LANGUAGE SUPPORT FOR 5-11 | | | Course start date 21.10.16 | To provide information and strategies to develop communication skills for children with speech, language communication needs. | | |
| NELI programme (Nuffield Early Language Intervention) | Training completed in the Autumn term 2021 Programme delivered from Jan 22 | Identified children in F2 have improved language and early literacy skills | | | | |
| 3, National SENco Award | | | | | Sept 17 start | Part A – an understanding of the professional knowledge and understanding that SENcos need. Part B – an understanding of the expertise and capabilities that SENcos need to lead and coordinate effective provision. Part C – an understanding of the personal and professional qualities that SENcos need to make a positive impact on the ethos and culture in schools. |
| 4, Dyslexia training | Staff meeting 13.03.17 | Effective strategies implemented in class to support the teaching and learning of dyslexic pupils. | | | | |

| Teaching and learning (inc access to curriculum) | | | | | | |
|--|-----------------------------------|---|---|--|---|--|
| <p>1. Differentiation in teaching. SLT to monitor the quality of differentiation for SEND pupils</p> <p>2. To implement an effective referral system for STAKs, Positive Play and Forest Schools</p> <p>3. Effective use of additional adults to support the learning needs of SEND children.</p> | <p>January 2017</p> | <p>All staff have a good understanding of the aims of the intervention and make appropriate referrals. Improved self-esteem and confidence for referred children.</p> | <p>Spring term lesson observations, learning walks and work scrutiny.</p> | <p>Effective differentiation by task - For the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities to be close to or is improving towards that of other pupils with the same starting points.</p> | <p>TA training 14.03.17 21.03.17 30.09.21 11.11.21 9.12.21 9.03.22</p> | <p>Increased independence of SEND observed during lesson observations, learning walks and drop ins. SEND pupils confident to discuss their learning and the strategies they are using.</p> |
| School estate – minor capital expense | | | | | | |
| <p>1. Refurbishment of the disabled toilet</p> <p>2. Ensure that all disabled pupils can be evacuated safely.</p> <p>3. To ensure that parents who are disabled are able to access the school site for events e.g. Parents' evenings, performances etc.</p> | <p>September 2017 Sept 21</p> | <p>Personal Emergency Evacuation plan in place for DB and JB and KK.</p> | <p>July 2017</p> | <p>Facilities are updated providing a safe and welcoming environment.</p> | <p>Annual review of school site April 2017 April 2018 April 2019 April 2020 April 2021.</p> | <p>Mobile ramps in place, when required. Parents asked to inform the school if they have any additional access needs so that we can have ramps etc in place.</p> |
| School estate – major capital expense – The school would liaise with Fountaindale in the event of any major capital projects. | | | | | | |
| <p>1. To create a changing / washing room to support KK</p> <p>2.</p> | | | <p>Oct 21 initial meeting with Fountaindale</p> | <p>An appropriate space is created to support the toileting needs of KK</p> | | |

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

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| _____ | SEN governor | Date: |
| _____ | Headteacher | Date: |
| _____ | SENCO | Date: |

This document will be reviewed every three years.