



# Leen Mills Primary School

## Accessibility Plan

Last Reviewed June 2022

Review date: September 2024

### **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.

### **The School's Aims**

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, confidence, curiosity and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver high quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

### **We are working within a national framework for educational inclusion provided by:**

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

### **Our Aims are to provide:**

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

### Leen Mills Primary School Accessibility Plan 2022 - 2024

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Senco	Termly meetings with parents/carers – Termly consultations Annual Review meetings with SENCo	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen training Intimate care policy and trained staff Training from SALT, SBAP, SFSS Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Support from VI and HI team for children with visual or hearing impairment, physiotherapists, OT, Community Children and Young People's Services (CCYPS) (gastronomy training), PDSS.	Training time TA time allocated	In place and ongoing: Epipen Training Gastronomy training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff Use of ICT 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 is checked regularly.	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of equipment.
Adaptations to the curriculum to meet the needs of individual learners	Senco/KG	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Occupational therapy/SALT/Physio As required.	In place and ongoing	Needs of all learners met enabling positive outcomes

Improve educational experiences for visually impaired pupils	Senco	Consult Visual Impairment team Use of magnifiers, enlarged reading materials, coloured paper, overlays, books with coloured paper, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from VI team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Senco	Consider hearing loop systems if recommended, based on individual needs. Consult Hearing Impairment team	Installation of equipment	In place when required – HI team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
Ensure all educational visits are accessible to all pupils	Staff leading educational visits.	Ensure venues and means of transport are vetted for suitability.	Time allocated	In place when required and ongoing.	All pupils are able to access all educational visits and take part in a range of activities.
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	SLT/Senco/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

## 2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	LH/KG	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Maintain safe access around exterior of school	KG/CP/LH	Ensure that pathways are kept clear of vegetation	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move unhindered along exterior pathways

Maintain safe access around the interior of the school	KG/CP/LH	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
<b>3 Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Availability of written material in alternative formats	Office/ SLT/ Senco	Fortnightly newsletter uploaded onto Class Dojo Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	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/ Senco	Seek and act on advice from Visual impairment advisor on individual pupil requirements Ensure large, clear font used in documentation	Purchase costs of specialist equipment.	In place & ongoing	Pupils able to access all school documentation