



Our Accessibility Plan

September 2023 – September 2026

To chat about this plan, please
get in touch.

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Welcome to our 3 Year Plan for SEND

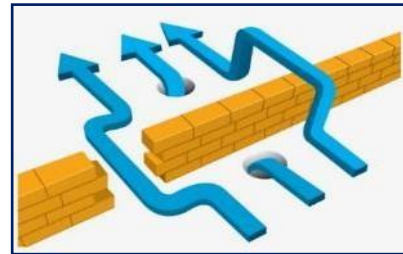
When some people see the words Accessibility Plan, they think “old news”. After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it’s about as accessible as it can be. Isn’t it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to plumbers or bricklayers.

This accessibility plan tells you what we’re aiming for and the steps we plan take to make life even more accessible for both children and adults.

Accessibility doesn’t mean removing every barrier. Some barriers can’t be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.



Please read on...

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(The pictures we’ve used are pupils regardless of whether they have SEND or not. That’s inclusion)



Our Goals

Our goals reflect our school's ambitions. But, they are also things that parents say matter to them and their children.

| | | |
|--|--|--|
| <p style="text-align: center;">1</p> <p>All children have been exposed to a good range of disabled role models (including both milder and more severe needs).</p> | <p style="text-align: center;">2</p> <p>There is no bullying of children because of their SEND.</p> | <p style="text-align: center;">3</p> <p>Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p> |
| <p style="text-align: center;">10</p> <p>2023/24 attendance of SEND pupils is better than the whole school average.</p> | <p style="text-align: center;">11. The Final Word</p> <p>Let's say that on Churchfield Close, a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.</p> | <p style="text-align: center;">4</p> <p>No child leaves FS without having been invited to a friend's house.</p> |
| <p style="text-align: center;">9</p> <p>No child underachieves in their learning.</p> | <p>We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors on the day this plan was written.</p> <p>We want him to read well, have friends and be well placed to have good physical and mental health for life.</p> | <p style="text-align: center;">5</p> <p>Every child leaves every year group having been invited to at least three class mate's birthday parties.</p> |
| <p style="text-align: center;">8</p> <p>Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.</p> | <p style="text-align: center;">7</p> <p>All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).</p> | <p style="text-align: center;">6</p> <p>All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.</p> |

Our Plan

What's in our Plan?

Our plan is broken down into three parts

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in Our Plan?

We do lots to **maintain** previous improvements. For example, we have clear, enlarged signage on our school grounds. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** by the end of the three years than it was on the day this plan was written?"

Quick Note on Words

- SENDCo is short for Special Educational Needs & Disabilities Co-ordinator
- OM is short for Office Manager

Our Children's Learning

This means what and how we children, including in their classroom and small group or 1:1 interventions. It's the biggest section.


| When & Who? | Target | Comments |
|-----------------------------|---|--|
| 2023/2024 Teachers | We will use an assembly each term to learn disabilities and celebrate differences. | All children to embrace differences which threaded through our core 'Be' values. To be monitored by the Headteacher, Deputy Head and SENDCo. |
| September 2023 All Staff | We will conduct staff training in restorative questions when children face challenging social interactions. | All staff will have a refresher linking to our Behaviour Blueprint, using specific questioning and restorative language. |

| | | |
|---|---|---|
| Spring 2024 SENDCo | SENDCo will develop a toolkit of resources that staff can use when supporting children with additional needs. | Books & resources: There's a download here http://9000lives.org/send-lgbtq/ targeted at secondary special or mainstream primary – some are LGBTQ with others a general theme of embracing diversity. |
| 2023/2024 Teachers | All Teachers will embark on training, throughout theyear. | Teachers will develop new strategies and gain a greater understanding of social, emotional and mental health (SEMH) needs. Practice will be threaded through daily provision within the classroom. |
| November 2023 Teachers, Senior Leadership Team and Child Ambassadors | We will create and implement toolkits for children to access when they are feeling overwhelmed. | Baskets of useful activities are accessible for children to use. This will include wellbeing activities that will help children to self-regulate. For example: calming colouring, fidgets. |
| Spring 2024 SENDCo and Communication | Review existing interventions for Speech, Language and Communication Needs. | ELKLAN strategies and assessment will be developed and rolled out to teachers. This will inform targets within My Support Plan meetings. |
| Summer 2024 SENDCo and Phase Leaders | School will have a range of books linking to SEND, that children across all phases can access. | An audit of whole school books relating to SEND. Examples: Books & resources for SEND self-awareness? All dogs have ADHD? Volcano in my Tummy? Anna Angrysauros? Autism and Me book? |
| July 24SENDCo | We will co-review Accessibility Plan. | We collaborate to ensure we hear all possible ideas for improving SEND children's access to school. We will ask for opinions from families. |
| Termly SENDCo | Parents will have the opportunity to attend a meeting with the SENDCo. | SENDCo will deliver termly sessions to parents with a specific focus on an area of SEND. |
| Ongoing Senior Leadership Team and SENDCo | All out-of-school activities will be curated to include all children regardless of their SEND. | Children can access a range of activities, delivered within an inclusive environment. |
| Jul 2024 SENDCo | We will provide SEND training for support staff to enhance their skills. | We will work with specialists (Educational Psychology Service) to enhance our SEND practice. |
| Jul 2025 SENDCo | We will provide new and refresher staff training in | We will welcome the Autism Together Team to conduct a refresher course on Autism. |

| | | |
|--------------|---|--|
| | autism. | |
| January 2024 | We will provide a refresher course with our Educational Psychologist. | Staff will renew their training with the Educational Psychologist and assess the effectiveness of their practice linking to interventions and target setting on support plans. |

Our Classrooms and Buildings

This means the accessibility of the school environment. It can include tackling issues with visual hazards, bottlenecks in corridors, toilets, steps.

| When & Who? | Target | Comments |
|--|--|--|
| Jul 2023 | We will review fire evacuation information in the FS building to ensure that it is communication friendly. | The information should be as easy to access as possible for emerging-readers to access. |
| By July 2023 | When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this, we will act on this sooner. | Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties. We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the building internal steps.  |
| Ongoing Senior Leadership Team and SENDCo | All children have sufficient space to learn which promotes inclusivity and equality. | A review of classroom layout, tables, furniture to ensure accessibility and promotes engagement. Furniture to be removed or re-organised. |
| September 2022 SENDCo Senior Leadership Team | We will make adjustments to our existing building, to ensure all children have suitable access, regardless on their individual needs. | Adjustments made to EYFS/Y1 areas. Space to be utilised as a 'safe space' for children who struggle to emotionally regulate. Children have access to a quiet, learning space. |

Our Written Information

This means the accessibility of written information and resources for children (and adults).

| When & Who? | Target | Comments |
|------------------------|--|--|
| January 2024 SENDCo | We will complete a learning walk to monitor our approach to display so that we are sure that it effectively balances inspiration with accessibility and the right levels of stimulation. | SENDCo will voice this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice. |
| October 2023 SENDCo | We will update notices (e.g. in our reception area, school notice board, FS classroom entrance) so that we are clearer that parents who feel overwhelmed etc can ask for help. | Signage will say: “ School Forms? Please come to reception if you are stuck or struggling. We’ll do our best to lend a hand. |
| October 2023 SENDCo | We will provide briefing/training on accessibility to office staff. | <p>Staff awareness of access issues enhances the accessibility of written information from the office. Training will include:</p> <ul style="list-style-type: none"> • Sans & Serifs • Dyslexia & VI friendly fonts • White space • The Flesch Kincaid scale • Tools for converting pdfs • Signalling headings (bold and 4pt larger ok, avoid underlining & block caps) • Avoiding clutter • Use of contrasting colour • How adults with literacy difficulties might use via speech to text and text to speech • How screen readers work • Alt text <p>This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.</p> |

How do we monitor the Plan?

SENDCo in September

Our SENDCo will review this plan every September, This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing up leaders and staff if targets need further work to get them complete.
- Reminding leaders and staff what they need to do this year.

They then put the updated plan onto our website.

The SENDCo uses the updated knowledge of this plan to help write the next year's SEND development plan. This plan and the SEND development plan don't have to match perfectly but they won't be 100% different either.

Asking People

We will ask about the plan in our annual survey of parents. Not every parent wants to read this plan.

So we will ask questions that still help us plan the next steps. For example we might ask:
If you had a magic wand and could make our SEND provision different, what would we be different?

We will also ask this question when getting children's views for SEND review meetings twice a year.

This gives us lots of bits of information that help us know how we are doing and where we go next.

Our Governors

Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governor will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But our staff will try our best to reach them – because they are things that matter to the lives of people, both young and old.

Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. In our plan, we just want to improve lives of children and adults with SEND regardless of views on whether someone has SEN or is disabled.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We think it's best to put both in the same place. We just call it a plan so it's clear that it's about what we will do.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.

