

ABBEYS PRIMARY SCHOOL



Aim, Aspire, Achieve @ Abbeys

Abbeys Primary School

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Accessibility Plan

Date of policy: September 2020

Review Date: September 2022

Abbeys Primary School Accessibility Plan 2020-22

Introduction

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 two years by the Curriculum, Teaching and Learning Committee of the Governing Body.

Definitions of SEND

'A child or young person has SEND 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 SEND 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. 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:

1. The LA admissions policy
2. The online School Prospectus information at www.abbeyprimary.org
3. The Equality and Diversity Policy
4. The Positive Behaviour & Ethos Policy
5. The Special Educational Needs policy
6. 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 SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEND 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 outlines our current position and identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position :

We are able to make adaptations to the school building to enable access for pupils with physical difficulties. We do have stairs around the school. However if a child requires a wheelchair there are additional staff in place to ensure their smooth transition around the building through the use of ramps, and outside doors and routes where necessary. Individual risk assessments and care plans are created with parents and health professionals where needed and shared with staff.

We have two car parking spaces in the main site car park to allow for disabled access.

The outside play areas are mostly flat and there are sloping paths which link different areas to ensure they are accessible to wheelchair users.

There is one disabled toilet situated in the front entrance area.

The school is resourced for the inclusion of pupils with specific and moderate learning difficulties, some of whom may be supported at times either 1-1 or in a small group by a Teaching Assistant.

The school SENCo, Designated Safeguarding Lead, Attendance Officer and teaching staff support a range of pupils and their families.

All teachers, and a number of support staff are trained in positive handling, and there are a number of trained first aiders within the staff team.

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

Objectives	Tasks	Resources	Lead	Monitor
To ensure teachers are trained to support pupils with SEND/SEMH	Training in line with LA guidance and School Development Plan priorities to ensure staff are more confident and competent in recognising symptoms and knowing how to effectively support identified children.	Staff meetings and Inset Development of nurture room and quiet space provision around the school	Inclusion Leader	Headteacher
To ensure staff are trained to support pupils with medical conditions.	Individual risk assessments and care plans to be created, shared and regularly reviewed with parents and staff.	Liaison with medical professionals (eg School Nursing team) to share information and agree provision	Headteacher	SEND Governor
To develop SEMH expertise at teaching support level	Training to develop at least one TA and one HLTA to support high level SEMH needs and diversity	Liaison with and CPD opportunities through LA SEMH specialist team.		

To ensure that appropriate staff are trained in positive handling	Monitor training log to identify appropriate staff for training in handling children in crisis appropriately.	Three-year rolling programme, ensuring coverage of suitably trained adults in each year group.	School Business Manager	Headteacher
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Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings between the Headteacher, Deputy Headteacher/Inclusion Lead and class teachers.

The Headteacher maintains a termly log which details any reported incidents of bullying, discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the necessary personnel and will be included in the termly report to Governors.

This plan will be reviewed in September 2022.