



VILLAGE PRIMARY ACADEMY - Accessibility Plan

March 2020 – February 2023

Village Primary Academy has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to being an inclusive school. 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. It also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M)

This will be reviewed every three years.

Definitions of SEND

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

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan
- Village Primary Academy admissions policy
- Village Primary Academy Prospectus
- The Harmony Trust Equality Policy
- Supporting pupils with medical conditions policy



The Accessibility Plan

Curriculum Access

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEND team.
- Liaising with external service and agencies regarding individual pupils [sensory, learning, behaviour).
- Teachers and Teaching assistants are given professional development to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through LA/The Harmony Trust Central Core Team input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored by the Phase leaders and the SENDCo.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about learning and their multiple intelligences.
- All pupils are encouraged to participate in expressive and creative arts.
- IT is used creatively to give pupils with physical disabilities access to the curriculum and to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Strategies are put into place for children with hearing impairments such as signed support and visual prompts
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents will be asked to accompany their child.
- School works effectively with outside agencies including STEPs, Speech and Language Therapy, The team for Visual Impairment, the team for Hearing Impairment, and the Physical Disabilities Impairment teams. We also work closely with health professionals including the school nurse, occupational therapy and physiotherapists.

Physical Access

- Village Primary Academy was opened in September 2008 and is accessible for those with limited mobility. It is a one-storey building.
- There are 4 disabled toilets within the building – main foyer area, Year 1 block, by the hall/ year 6 classroom and in the nursery.
- Communication in Print and a range of strategies to support individual needs are used to develop communication throughout for individual pupils with Special Educational Needs, as appropriate.
- Adapted/specialised furniture is provided to meet individual needs as defined by the care plans.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- Sufficient staff are trained in manual handling and intimate care where this is appropriate
- The PE curriculum is adapted so that all pupils can take part in physical activities that are inclusive and also appropriate in terms of each pupil's needs and physical abilities



Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils, as required.
- Home-school books for targeted children to ensure effective communication.
- Parents section on school website with access to policies and long term planning.
- E-mail messaging to parents
- Regular meetings with SENDCo, class teacher and 1:1 support staff – at least termly
- Dojo and School Spider accounts and fortnightly newsletters.
- Bi-lingual support, where possible, to communicate verbally with parents who do not speak English.

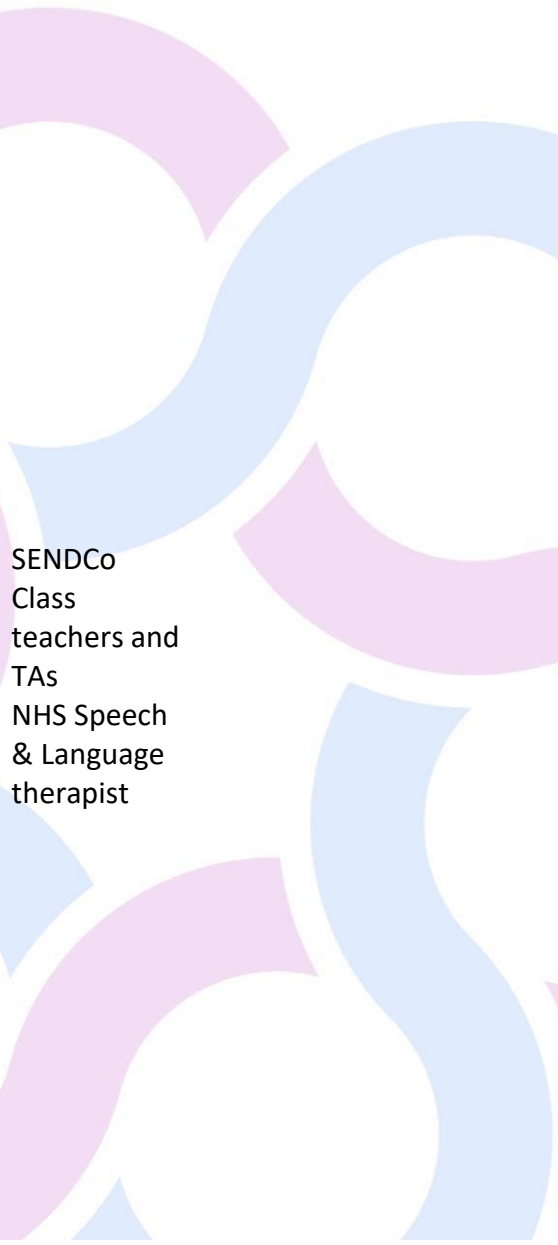
The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks/Actions	Resources	Lead	Monitoring
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo in INSET and through regular staff meetings. SENDCo to attend termly LA and/or The Harmony Trust SEN network/hub meetings	INSET meetings SENDCo to attend LA and/or The Harmony Trust SEN network/hub meetings	SENDCo	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> • Pupil books • Observations/ learning walks • Progress data
To ensure relevant staff are trained to support pupils with Speech, Language and Communication Needs (SLCN)	Liaise with The NHS Speech and Language therapist to plan and deliver 1:1 support for staff to support individual pupils' needs.	Time, as required, of NHS Speech & Language therapist	SENDCo and NHS Speech & Language therapist	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> □ IEP targets • SALT Reports • Observations • Progress data
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma, Epilepsy and as required for specific conditions. Update pupils' Medical Conditions annually or earlier	Harmony Trust Central Core Team/School Nurse support Annual update of pupils' medical needs Training, as required	Harmony Trust Core Team SENDCo School Nurse	Compliance officer to monitor staff training updates/needs (termly)



	if required and ensure annual parents return is gathered.			
To continue to provision map to meet individual needs within each cohort.	SEND team to provision map and adjust TA support to meet individual/ group needs	SENDCo time Time released relevant staff for 1:1 training sessions	SENDCo And external professionals as defined in EHCP	Learning Walks Observations Half termly data reviews. Termly pupil progress meetings.



<p>To support reading & writing for pupils with specific learning difficulties</p>	<p>Purchase individual resources, as required. 1:1/small group support and interventions, led by NHS speech and language therapist. Pre and post tutoring, as required. Apply for additional time and/or different resources to support pupils to access end of Key Stage tests</p>	<p>Time, as required, of NHS Speech & Language therapist</p>	 <p>SENDCo Class teachers and TAs NHS Speech & Language therapist</p>	<p>Reviewed half termly to ensure that the approaches are impactful. Termly data</p>
Objectives	Tasks/Actions	Resources	Lead	Monitoring
<p>Pupils' access to the curriculum is increased through personalisation and differentiation</p>	<p>All staff are aware of different learning styles and plan and deliver for this in the classroom.</p>	<p>SENDCo time Release of relevant staff for 1:1 support sessions</p>	<p>SENDCo and all class teachers</p>	<p>This is monitored through regular lesson observations /learning walks & data</p>



Availability of written material in alternative formats	The school makes itself aware of the services available for converting written information into alternative formats. Office staff and academy leaders are aware of parents/ carers access needs and will provide support when needed.	Additional function on Academy website Use external agencies – RNIB for braille and New Communities team	Office staff, and academy leaders	To be monitored through parent surveys and through termly parent forum meetings
To ensure International new arrivals are supported and have a curriculum which matches need	Welcome induction – specific teaching for international new arrivals New Communities team – to support families holistically	SENCO time EAL champion time New Communities team time	EAL Lead/ Champion	This is monitored through regular lesson observations /learning walks. Pupil Voice & data
To ensure that any future pupils’ needs are addressed and provided for in accordance with this plan	Consider pupil’s needs and facilities, resources, adaptations etc that may need to be sourced/ purchased and provided, including training	As appropriate to meet a pupil’s specific needs	SENDCo, Specialist SEND staff, site management Team	Through careful monitoring of new facilities/ works/ resources to ensure fitness for purpose