



Accessibility Plan - Autumn 2022

Period covered September 2022- September 2023

Introduction

We believe that this Accessibility Plan is compliant with the requirements of the Equality Act of 2010 (and in particular Part 6 regarding accessibility in schools).

- have due regard to the need to eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties:

Increasing the extent to which disabled pupils can participate in the school curriculum;

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting Points

1A The purpose and direction of the school's plan : vision and values

We have the highest ambitions for any of our pupils who may be disabled and we expect them to participate and achieve in all aspects of school life. We have test and task moderations that ensure that all children can show their true abilities.

The school has set the following priorities for the development of the vision and values that inform the plan:

Springdale values each individual for their own particular strengths and qualities. We strive to enable all pupils to reach their full potential through a supportive and nurturing environment which helps them to develop their own skills and prepare them for life. Each pupil's work should be equally appealing and equally interesting. We seek to ensure that the pupils and teachers perceive tasks as valuable and worthwhile.

1B Information from pupil data and school audit

As from September 2022 the needs of pupils on a role are as follows

NATURE OF PRIMARY DIFFICULTY

	Number identified with SEN)
Communication and Interaction	49
Cognitive and Learning	36
Social, Emotional and Mental Health	5
Sensory and / or physical	4
Other	6

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Pupils with special educational needs and or/disabilities (SEND) are very well supported and make at least good progress from their individual starting point.

Provision for pupils with SEND including those in in the Unit is strong, pupils' needs are accurately identified and appropriately addressed. This is having a positive impact on pupil's progress and pupils with SEND are making good progress from their starting point.

The proportion of pupils on the SEN register is reducing because more pupils are catching up with their peers. Teaching for pupils with SEND is particularly strong. Staff are clear on the next step pupils need to make and specific interventions are put in place to address these

Pupils with SEND make strong progress from their starting points. Leaders track this progress in detail to ensure that interventions are closely matched to pupils' needs

Additional information can be found in the following policies

- Inclusion
- Admissions
- Special Educational Needs
- Anti-Bullying
- Health and Safety
- Educational Visits Guidance
- Equality
- Safeguarding
- Mental Health

1C Views of the school community

All areas of the community have been asked to contribute their views, through questionnaires of parents and pupils on the effectiveness of the school, consultation with the Education Authority and discussion with staff and governors. We are all equal members of our school and we are encouraged to do our part in making this a successful and nurturing environment.

Most members of the school community agreed that the school is very inclusive and the level of support given to pupils with disability is high.

Issues connected to accessibility are addressed in the first instance by the class teachers, SEND Managers, Subject coordinators and support staff as described in their job descriptions.

Homework is adapted as necessary in format and quantity to be relevant and useful to both pupils and staff.

2 The main priorities in the school plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

The vast majority of our disabled pupils have total participation in the school curriculum, our plan is to continue this and to ensure that the support needed is available.

Subject coordinators, with the assistance of the SEND Managers, are to take a lead role in ensuring access to their subject areas for all pupils. The success of this aim will be reviewed annually leading to improvements over time as set out in the School Improvement Plan. This can be achieved through Teaching Assistants who are able to work alongside pupils and support them in order to maintain their participation. Where tasks or delivery require significant adaption, there are occasions when specialist

teaching or equipment may be used within the Language Resource Base. Time will need to be identified for planning and consultation between staff.

The support, advice and training of outside agencies will continue to be sought in order that all staff will be aware of pupils' needs and able to support them effectively. The Outreach Services from within the Educational Authority will be consulted when appropriate. Physiotherapy, occupational therapy and speech therapy can be delivered on site as advised by outside agencies but this should not interfere with the pupil's inclusion in the curriculum. Resources will be sought by the SENCo in order that effective inclusion is possible.

All clubs, including Breakfast and After School Club, and day and residential trips will be open to all pupils.

ICT will be developed to improve the accessibility of the curriculum both through hardware (e.g. I-pads, interactive whiteboards, Notepads) and software. Staff training will ensure that these are used in an effective manner.

At the end of Key Stage, for those pupils who are working below nationally expected levels despite all adaptations and reasonable adjustments had been made as set out by QCA, optional tests for those less able should be used as an alternative. There should always be a high expectation of what each pupil can achieve. Teachers work hard to ensure appropriate and respectful activities are provided for all pupils. Everyone should be continually working with tasks that the pupils and teachers perceive to be worthwhile and valuable.

The school has set the following overall priorities for increasing curriculum access:

- Ensure that all staff are well trained, supportive and utilised
- Ensure that pupils with additional needs are quickly and effectively identified and their needs known and met.
- Ensure that outside agencies continue to be approached in issues involving greater expertise than the staff possess at present.

Priority						
Behaviour						
Intended Outcome	Person Responsible	Timeframe	Resources	Action	Monitoring	Evaluation of Action <i>Questions for Governors</i>
<p>Parents feel able to ask for support from the school.</p> <p>Parents feel that they are part of the team working with their child</p>	DP			<p>To meet with parents during Parents Evening.</p> <ul style="list-style-type: none"> • IEPs to be shared • To develop SENCO visibility and approachability within the school community. • Communication is good between school and parents. 	<p>Parents attend regular meetings across the year so they are kept up to date with their child's progress. Parents access support as necessary.</p> <p>Drop in sessions are used to support updating of parents</p> <p>Send out parent questionnaire to evaluate support</p>	
Implement Zones of regulation across school	DP	Sept 22 ongoing	Zones of regulation resources	All staff trained to use Zones and implement it in their classroom to improve pupils emotional literacy.	Children are more aware of their and other emotions and are regulated and know what to do when they become dysregulated.	

Priority						
Personal Development						
Intended Outcome	Person Responsible	Timeframe	Resources	Action	Monitoring	Evaluation of Action <i>Questions for Governors</i>

Write a Mental Health policy and share with all staff	DP		The key	Write policy and share with staff and governors. The website is up to date with legislative compliant documentation.	
Develop sensory circuits room	SEN staff		OT/ Outreach	Create a plan for sensory circuits room with OT	Sensory curcits room is developed and children can use to self-regulate
Assess school against Autism friendly school outcomes HMoore	DP		Helen Moore and Outreach	Assess school against Autism friendly school outcomes HMoore	School becomes an Autism friendly school

2C Improving the delivery to pupils of information that is provided in writing for pupils who are not disabled

As a school we have begun to examine our practice in the light of the Dyslexia Friendly Schools Initiative. Increasing use of ICT, and in particular interactive whiteboards, has provided additional options for recording and delivery of information. Pupils are given access to laptops , I-pads, tablets and desktops where this is felt to be of benefit to them. The increased number of computers introduced into the classroom has enhanced the opportunities for this. Voice activate recording is available throughout the school. When advised, a speech communication aid or Makaton may be employed and staff will be given training in order that is used effectively.

The school has set the following priorities for providing information for disabled pupils:

- To continue to monitor the success of written and verbal communication throughout the school
- To make available amended / altered information as and when needed

3 Making it happen

3A Management, co-ordination and implementation

This plan is discussed with individual committees with a view to being reported back to the full governing body as soon as items from this plan appear on the School Improvement Plan on an annual basis.

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan:

- Major items will appear within the School Improvement Plan
- Head teacher will take the lead on major initiatives
- Class teachers will take on day-to-day responsibilities for the pupils in their care
- This plan will be reviewed with the participation of all parties by November 2023

3B Getting hold of the school's plan

- A copy is available from the school office on request
- A copy will be made available on the school's web-site.