



Date Plan Written	Period of Plan	Author	Review Dates
December 23	1 <sup>st</sup> January 24 to 31 <sup>st</sup> December 26	Andy Dunn	December 24 December 25 December 26

## **Alvaston Junior Academy- Accessibility Plan** **January 2024 to Review: 2026**

Alvaston Junior 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. 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: '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 longterm 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.

### **The Accessibility Plan**

All providers **must** make reasonable adjustments to procedures, criteria and practises 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 SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.'* (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered regularly. The discussions will involve staff, parents and children and/or outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

### **Curriculum Access**

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff 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 multi-disciplinary team (MDT) input.



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- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- 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.
- ICT 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.
- Visits are a fundamental part of our curriculum. Wherever possible, all children attend them, sometimes parents will be asked to accompany their child.
- School works effectively with outside agencies including Speech and Language Therapy, The team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.

## Physical Access

- Alvaston Junior Academy is accessible for those with limited mobility. It is on one floor with ramp access into the main building and via the wing door entrances off the playground.
- There are two disabled toilets spread out across both buildings.
- Symbols and large print to be used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture provided to meet individual needs.
- 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.

## 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.
- Provision of verbal or large print information for targeted pupils and/or parents/carers.
- Parent mail to parents.
- Class Dojo to parents.
- 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	Timescale
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<p>To ensure that all staff have a clear understanding of the SEND Code of Practice 2014</p>	<p>Training provided by the SENDCo through regular staff meetings. SENCO to attend termly LA and/or The Harmony Trust SEN network/hub meetings to learn of new practices and updates</p>	<p>SENDCo release time to attend LA and/or The Harmony Trust SEN network/hub meetings</p>	<p>SLT/ SENDCo</p>	<p>Monitoring of teaching and learning, including:</p> <ul style="list-style-type: none"> <li>• Pupil books</li> <li>• Observations/ learning walks</li> <li>• Progress data</li> <li>• Pupil Voice</li> </ul>	<p>On-going through our rigorous monitoring cycle</p>
<p>To ensure all staff are trained to support pupils with Speech, Language and Communication Needs (SLCN)</p>	<ul style="list-style-type: none"> <li>• 1:1 support for individual pupils' needs.</li> <li>• Training sessions as and when required for appropriate staff</li> </ul>	<p>Time, as required, of SENDCo and SLT to support teachers</p>	<p>SENDCo and SLT</p>	<p>Monitoring of teaching and learning, including:</p> <ul style="list-style-type: none"> <li>• Pupil books</li> <li>• Observations/ learning walks</li> <li>• Progress data</li> <li>• Pupil voice – where appropriate</li> </ul>	<p>Ongoing as appropriate</p>



<p>To ensure staff are trained to support pupils with medical conditions.</p>	<ul style="list-style-type: none"> <li>• First Aid training to be completed by relevant staff.</li> <li>• Staff to be trained in specific conditions as and when required.</li> <li>• Specific children to have a 'Care Plan' in place when required.</li> </ul>	<p>Release time required to attend First Aid or similar courses and to complete and share care plans</p>	<p>SLT and SENCo</p>	<p>Compliance officer to monitor staff training updates/needs (termly)</p>	<p>Ongoing as and when needed</p>
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Objectives	Tasks/Actions	Resources	Lead	Monitoring	Timescale
<p>To continue to complete provision maps to meet individual needs within each cohort.</p>	<p>SENDCo/Class teachers to adjust provision maps and TA support to meet individual/ group needs</p>	<p>SENDCo Release time to produce termly teacher updates.</p>	<p>SLT SENDCo</p>	<p>Through monitoring planning and observing teaching and learning support. Termly pupil progress data meetings.</p>	<p>Ongoing</p>



<p>To support reading &amp; writing for pupils with specific learning difficulties</p>	<ul style="list-style-type: none"> <li>• Purchase individual resources, as required.</li> <li>• 1:1/small group support and interventions</li> <li>• Pre and post tutoring, as required</li> <li>• Apply for additional time and/or different resources to support pupils to access end of Key Stage tests</li> </ul>	<p>Time, as required, for TAs, teachers and SENCos to meet, plan, evaluate and share pupil's IPs</p>	<p>SLT, SENDCo</p>	<p>Reviewed half termly to ensure that the approaches are impactful.</p>	<p>Review half termly</p>
<p>Pupils' access to the curriculum is increased through personalisation and differentiation</p>	<p>All staff are aware of different learning styles. They plan and deliver this in the classroom.</p>	<p>All staff have access to training around differentiating tasks. SENDCo has release time to support and monitor this.</p>	<p>SENDCo and all class teachers</p>	<p>This is monitored through regular lesson observations and learning walks.</p>	<p>Half termly</p>



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**Future Considerations**

- It may be necessary to provide new facilities, to meet pupils' individual needs.

