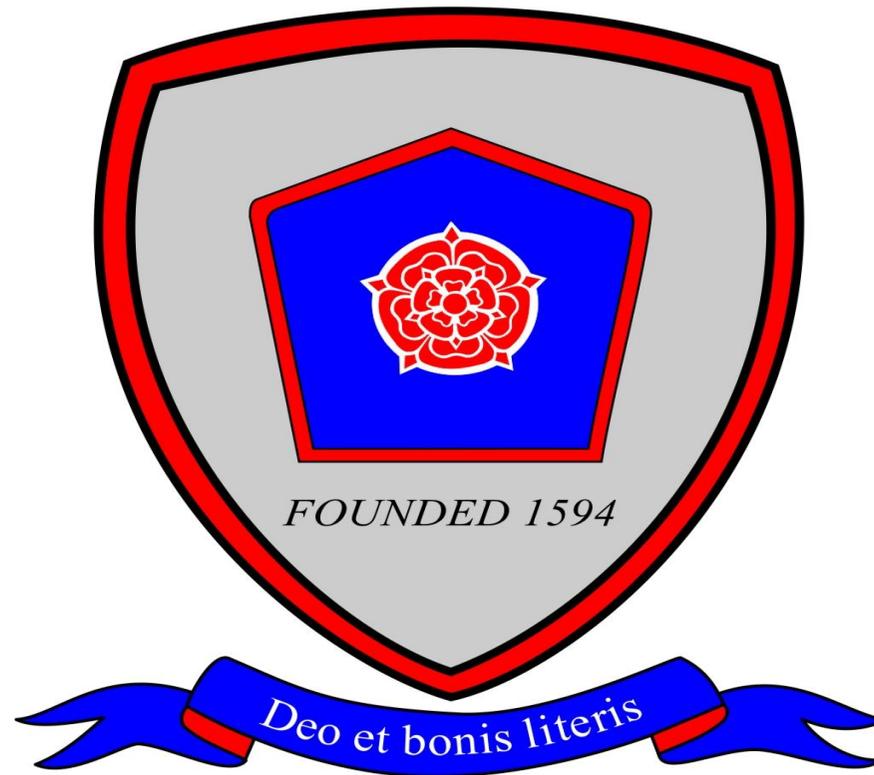


# Archbishop Hutton's V.C. Primary School

## Accessibility Plan



## *For God and sound learning*

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

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 in the DDA:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery of information, which is provided in writing for pupils who are not disabled, to disabled pupils

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The school will address the priorities in the plan in the actions described.

Date approved: 12/10/17

Date of Next Review: September 2018

Signed: Mrs M Jackson (Chair of Governors) Date: 12/10/17

Signed: Mrs A Mead (SENDCO) Date: 12/10/17

# To increase access to the curriculum for children with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
Identify realistic targets for individual pupils, which reflect their needs and the school's high expectations.	Whole school moderation of SEND pupils to identify and agree what is expected progress for SEND pupils. Implement and review it	SENDCo Assessment Lead Class Teachers	Autumn term	Pupils with SEND make at least expected progress from their starting points.	
To enable all pupils, including those with SEND to make maximum progress possible.	Write a provision map for all pupils receiving intervention, including those with SEND. Write, implement and review IPPs for all SEND pupils. Review the progress of pupils receiving intervention at least termly.	Class Teacher SENDCo Assessment Lead Head Teacher	Autumn term Spring term Summer term	Pupils with SEND make expected progress from their starting points.	
Homework activities and home reading books reflect the learning needs of children with SEND and links directly to their IPP targets.	Teachers are to ensure that homework activities and reading books are differentiated to meet children's needs and that all the necessary resources are provided.	Class Teacher	Throughout the year	Pupils with SEND make expected progress from their starting points.	
Individual pupils with social and emotional needs have improved social skills, emotional resilience and behaviour	Provide a range of support for target children that help them effectively address social, emotional and behaviour issues	SENDCo Learning Mentor	Autumn term Spring term Summer term	Target pupils improve their social skills, emotional resilience and behaviour. This has a positive impact on learning outcomes.	
Extend staff knowledge, understanding and skills required to meet the sensory needs of pupils in school.	Staff training on Sensory Processing. Purchase resources to support children with sensory needs. Implement and review the programmes.	SENDCo Teachers Specialist Teacher from Cumbria Virtual school	Autumn term	Feedback from class teachers, pupils and parents highlights a decrease in behaviours and an increase in the pupils' ability to engage with their learning.	

## To increase physical access for children/adults with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
To improve pupil behaviour and enhance learning.	<p>Update the school behaviour policy to reflect the cohort of children in school at present and the learning needs of these children.</p> <p>Provide staff training for lunchtime welfare staff with particular regard to the behaviour policy and practice at lunchtimes.</p>	Head Teacher SENDCo	Spring term	Improved Behaviour Reduction in lunchtime incidents. Enhanced Learning	
Pupils with SEND, including physical difficulties, have increased access to activities and games at breaks and lunchtimes.	<p>Provide Young Leader training for a group of KS2 children.</p> <p>Young leader Mentors to co-ordinate physical activities at break times and lunch times.</p>	SENDCo PE Subject Leader	Autumn term  Spring Term	All pupils, including those with SEND, access adult led activities and games at breaks and lunchtimes.	
Part of the school is wheelchair friendly. To increase and improve the physical accessibility of the rest of the school.	Identify visitors who may require wheelchair access prior to events such as concerts etc. to enable access to be effectively managed.	Head Teacher SENDCo Site Supervisor Bursar	Throughout the year	The physical accessibility and the safety of pupils, parents and visitors on the school site are improved.	

# To increase access to information for children/adults with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
To provide structure to the day for pupils with SEND to ensure smooth transition from one activity to another.	Use visual timetables. Ensure parents and staff are aware of these.	SENDCo Teachers, TAs & welfare staff Parents	Throughout the year	Pupils access learning because visual timetables ensure that there is structure to the day and transition is smooth.	
To increase the 'pupil and parent voice' in relation to learning needs, attitudes to learning and possible barriers to learning.	Children and families to fill in the 'All about Me' profile which will be shared with appropriate staff and will be used to identify individual support needs.	Pupil Parent Class Teacher SENDCo	Throughout the year	Pupils and parents views are taken into account when writing IPP targets	
For pupils to have ownership of their own learning when appropriate.	When appropriate, pupils are involved in writing and reviewing their IPP targets.	Pupil Parent Class Teacher SENDCo	Throughout the year	Pupils are engaged in and have ownership of the IPP process.	
Through good two way communication, parents/carers are well informed about their child's progress and attainment.	Where appropriate implement and use a 'home-school' diary which is shared between school and home on a daily/weekly basis.  Invite parents in to discuss & evaluate IPP targets and be involved in setting new targets.	SENDCo Class Teachers TAs	Throughout the year	Communication with parents is good. All parents/carers of pupils with SEND have regular information shared with them.	
Improved communication between school and home to ensure smooth admissions into school and transitions to high school.	Support parents to complete forms when applying for a school place and transition to high school.	SENDCo Office Staff	By the deadline for applying for a Reception place in school and a high school place for Y6.	Parents feel supported when forms need completing. Forms are completed by the deadline. Smooth transitions in place.	