

Accessibility Plan



Summary:

At De Lacy Primary School we provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

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|---|--|--|--|--|--|
| Author | SENDCo | | | | |
| Applies to: (please check as appropriate) | Staff <input checked="" type="checkbox"/> | Pupil <input checked="" type="checkbox"/> | Community <input checked="" type="checkbox"/> | | |
| Ratifying Committee(s): | N/A | | | | |
| Available on: | Compliance Library <input type="checkbox"/> | Website <input checked="" type="checkbox"/> | | | |
| Date of Approval: | September 2022 | | | | |
| Date of Next Formal Review: (ensure this is aligned to committee meeting dates) | | | | | |
| Review Period: | 3 years | | | | |
| Status: | - | | | | |
| Owner: | Pontefract Academies Trust | | | | |
| Version: | 3 | | | | |

Document Control

| Date | Version | Action | Amendments |
|--------|---------|--|------------|
| 4/9/23 | 1 | Update and reviewed previous document. | |

Contents

The Accessibility Plan and the school's action plan forms part of the Disability Equality Scheme and sets out how the school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the school has had key duties to follow, including:

- Not treating disabled pupils less favourably for reasons relating to their disability;
- Making reasonable adjustments for disabled pupils so they are not at a substantial disadvantage;
- Planning to increase the access to education for disabled pupils.

This plan sets out to meet the requirements by:

- Increasing the extent to which disabled pupils can access the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education;
- Improving the availability of accessible information to disabled pupils.

Our Children

The children in our school are at the very centre of school life. We want them to feel welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard and achieve the very best they are able to. We want our children to be able to communicate, respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct. We want our children to have good memories of their time at De Lacy Primary School, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

Links to other documents

This document links to other SEND documents published on the school website including: The SEND report; Local Offer; Managing Medicines Policy and the SEND Policy.

Monitoring procedures

This Accessibility Plan is reviewed termly by the SENDCo and the Senior Leadership Team. Further revisions are made every three years following consultation with the wider school community, school council and parent questionnaires.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Appendix 1 is the action plan which has been created to structure the improvement in the provision for disabled pupils.

The Plan's focus

As part of the action plan, the physical environment and the external areas of the areas and buildings have also been reviewed. De Lacy Primary intends to make continuous upgrades and adaptations to meet the needs of all children and to ensure that every child can access all aspects of the education offered as part of the curriculum.

To improve the delivery of information to disabled pupils, De Lacy Primary will continue to use the services offered by Wakefield Local Authority to convert written information into alternative formats. Consideration is also taken when sending letters home.

As well as supporting physical access to the building and the curriculum, the school works closely with additional specialist services to support learning difficulties, including:

Communication and Interaction Team (CIAT)
Visual Impairment Advisory and Support Service (VI)
Occupational Therapists and Physiotherapists (OT)
Speech and Language Therapy (SALT)
Behaviour and Exclusion Support Team (BEST)
Educational Psychologist Service (EPS)

Training

Where appropriate, the school gives training to all staff who work with SEND children. We try to cater for the training needs of our staff to keep up to date with the most relevant and recent practices. For example, individual teachers and support staff may attend professional development sessions led by external agency professionals, e.g. ASD, visual impairments, dyslexia and attachment. They are also guided and supported by external agencies to implement new strategies and intervention methods.

Supporting the emotional and social development of pupils with SEND

Children at De Lacy Primary School are supported in a variety of ways. These include:

The Thrive Approach

Educational Psychology small group work

Lego Therapy

Emotional Literacy Support Assistant support

Emotional and Behavioural difficulty plans

Small group work

Circle time sessions

We also have a Learning Mentor, **Mrs Helen Dancey**, who works closely with children and teachers throughout school to support the former in making appropriate behaviour choices.

Supporting partnerships to help develop and implement the plan

See above in **Monitoring procedures** section.

Handling complaints from parents of children with SEND

Wherever possible, we ask that parents remain in close contact with the school and the class teacher in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve an issue, parents/carers may access the Pontefract Academies Trust Complaints Procedure, available both on the website of the school and that of Pontefract Academies Trust.

Section 2: Aims and Objectives

Our aims are to increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve the delivery of written information to pupils.

1. Increase access to the curriculum for pupils with a disability

| Aim | Current Good Practice | Objectives | Actions to be taken | Person responsible | Date to be completed |
|---------------------------------|---|--|--|-----------------------|----------------------|
| One Page Profiles (OPP) | OPPs are precise and monitored each term. | Monitor progress Involve agencies Evaluate interventions Collate OPP data | Dates organised for data collection and staff to meet with parents as part of PPTM meetings | SENDCo | Each term |
| Policy and Procedure | SEND policy | SEND policy reviewed and updated each year. | Review and revise SEND policy | SENDCo | Annually |
| SEN audit | Audit of current practice and interventions in school | Monitor the impact of the interventions in school Data analysis Gather views of the pupils Discuss with members of staff Gather views from parents | Intervention reports completed Seek opinions from parents. Ask SEND children for feedback of provision in school. | SENDCo | Each term |
| Meeting the needs of all pupils | Tracking progress | Audit interventions run by SEND LSAs following outside agency guidance | Data analysed in termly report Pupil progress meetings SEND and MA register updated each term Interventions monitored | SENDCo | Each term |
| Intervention tracking | All interventions are | Collect data and intervention impact | Feedback from SEN LSAs | SENDCo/Teachers/LSA's | Each term |

| | | | | | |
|----------------|---|--|-----------------------------|-----------------|------------------------------------|
| | appropriate and assessed. | reports | SENDCo to feedback to staff | | |
| Staff training | Ensure staff are trained to support pupils in the most effective way Quality first teaching and support for TAs | Staff to continually develop CPD Shared training with LSAs | Implement where required | SENDCo/Trainers | Link to staff need and development |

2. Improve and maintain access to the physical environment

| Aim | Current Good Practice | Objectives | Actions to be taken | Person responsible | Date to be completed |
|--|---|--|---|---------------------------------|--------------------------------------|
| Appropriate use of the specialised equipment | Laptops to support Fine motor skills Chair wedge for posture Sloping writing boards OT exercises | Children to access appropriate equipment and interventions to meet their needs Interventions to be monitored and impact recorded. | Respond to the recommendations of the professionals and external agencies | SENDCo Class teacher LSAs | Within 2 weeks of guidance received. |

3. Improve the delivery of written information to pupils

| Aim | Current Good Practice | Objectives | Actions to be taken | Person responsible | Date to be completed |
|-------------------------------------|--|---|--|--------------------|----------------------|
| Improved communication with parents | Email system Text service Letters sent home Coffee Mornings | Improve SEND display of leaflets Make staff aware of the services available from the LA | Update and display SEN information and share with parents. | SENDCo | Each term |

Section 3: Accessibility Audit

| Feature | Description | Actions to be taken | Person responsible | Date to be completed |
|-------------------------|--|--|--|----------------------|
| Number of storeys | 2 | Lifts provided where necessary | Lift key available through school office | Completed |
| Lifts | N/A | N/A | N/A | N/A |
| Entrances | DDA compliant Power assisted doors opened through use of a switch | | | Completed |
| Toilets | Disabled toilet with alarm and Support on ground floor | | | Completed |
| Reception Areas | DDA compliant and power assisted doors | | | Completed |
| Internal Signage | Fire exit signs clear and exits from the building. | Signage inside to label offices, classrooms, learning areas etc. | | Completed |
| Emergency escape routes | Annual Fire risk assessment | | Caretaker | Reviewed annually |