

# Accessibility Plan

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*Little Thurrock Primary School*

# Accessibility Plan



## LITTLE THURROCK PRIMARY SCHOOL Accessibility Plan

### Definition of special educational needs:

In this policy 'special educational needs' refers to a difficulty that requires special educational provision.

The SEN code of practice (DfES 2014) says children have a learning difficulty if they;

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at a) or b) above and would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Definition of special educational provision:

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Little Thurrock Primary School is a happy, vibrant and purposeful school committed to ensuring that all of our pupils have every opportunity to reach their fullest potential. We want all of our children to enjoy school, to be challenged to achieve their best and to leave us fully prepared for the next stage of their learning journey. We do this by taking account of our children as individuals, by offering a broad, balanced curriculum and having high expectations for all.

This accessibility plan has been adopted, in line with the school's special educational needs policy, to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are suitably challenged.

Our special needs policy outlines the provision in place at Little Thurrock to support pupils with special educational needs and disabilities (SEND), and the school's Equality statement and objectives states how we ensure equal opportunities for all our pupils. Increased access to the curriculum, physical access to the school and access to information are particular to students with SEND and this plan details how the school manages this part of our SEND provision.

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Under the remit of the Equality Act 2010 provision should be made for all pupils with disabilities and ensure they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively to the full benefit of the pupil's development.

Under the SEN and Disability Act 2001 all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a three year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school and thereby increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream class setting.

**The school curriculum** is regularly reviewed by senior leaders, including the SENco, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside of the classroom. It is our aim to ensure that all resources and SEND provisions are used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching- school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENco in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievement at all levels
- listening to pupil's views and taking them into account in all aspects of school life

### **Sensory and physical needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture

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- regular and frequent access to specialist support

### **Reasonable adjustments**

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

#### **The building and grounds:**

- Audio-visual fire alarms
- Assistance with guiding

#### **Teaching and learning:**

- A piece of equipment
- Extra staff assistance
- An electronic or manual note-taking service
- readers for pupils with visual impairments

#### **Methods of communication:**

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Induction loop or infrared broadcast system
- Videophones
- Readers for pupils with visual impairments

This accessibility plan will be reviewed every three years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.