



# Moss Hey Primary School

## Accessibility Plan

### Reviewed Summer 2022

#### Introduction-

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 two years by the Teaching and Learning Committee of the Governing Body.

#### Definitions of SEND-

‘A child or young person has SEND 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 long-term 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 SEN 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-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

## The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices 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 at least termly. The discussions will involve staff, parents and children plus 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 difficulties / disabilities.

Objectives	Tasks	Resources	Monitor
To improve accessibility for VI pupils	Steps leading to communal areas painted yellow		n/a
To improve accessibility for pupils with dyslexia	Purchase - tinted paper exercise books, reading rulers and arrange of writing tools.	£250 annually	SENDCo
To support pupils with physical difficulties to access all areas of the curriculum including DT	Teaching kitchen designed so wheelchair can fit under workstation	As part of original design	n/a
To ensure that staff have a clear understanding of the SEND Code of Practice 2014 & The Entitlement Framework	Updates provided by SENDCo		SENDCo
To ensure staff are trained to support pupils with Autism.	Online Training available on SMBC website – several members of staff to complete each year depending on cohort		HT SENDCo
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Epilepsy</li> <li>• Anaphylactic shock – use of Epi pens and as required in other specific conditions.</li> </ul> Update Medical Conditions policy annually and ensure annual parents return is gathered.	INSET, staff meetings	HT
To ensure staff given guidance to support children who are VI and HI	Sensory Support service visit the school to review our children with VI and HI and offer support/ training to staff		SENDCo
To improve accessibility for children with EAL	School purchased Racing to English as a support program and have weekly visits from an BTA ( EDS) for supporting a child currently in Year 3 .	£50	SENDCo
To support pupils with Cognition and Learning/Processing difficulties	We access termly visits from our Educational Psychologist, prioritising which children will benefit from assessment and advice.  LSS support given weekly to 3 identified children. Reviewed termly	£500 per visit	HT / SENDCo
Emotional/behavioural needs and support from BSS is effective.	Staff are supported by our BSS Teacher. Pupils access the BSS Teacher on a fortnightly basis and the BSS Teacher		HT SENDCo

	follows an agreed plan of which individuals/groups to support each term.		
To ensure pupils with Motor skills difficulties are identified and have access to two cycles of the MSU .	Two staff – one KS1 and one KS2 supported by Sendco to deliver / monitor MSU program. Purchase of additional equipment that is used as part of the Motor Skills United program.	£50	HT SENDCo
To ensure that staff are trained to support pupils with speech difficulties	Teachers & TAs to access Speech Link training. Identify and assess pupils – programme delivered.	Free for the first 12 months	SENDCo

## Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Head Teacher. The performance of SEND children are monitored by termly HT/SENDCo/ClassTeacher meetings where the effectiveness of interventions and strategies are evaluated.

The HT maintains a '**Discrimination Record**' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on an annual basis. This policy is monitored and agreed by the Governing body and it will be reviewed every two years. Policy published on the school website March 2019.