



Arundel Court Primary Academy and Nursery



Accessibility Plan: December 2023 – December 2026

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 plan will be reviewed annually by the Governing Body. This plan includes all our children in the mainstream school, in our Nursery and in our Inclusion Centre.

Definitions of SEND:

A child or young person has Special Educational Needs and / or Disability (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)

The School's Aims:

Our aim is to achieve maximum inclusion of all pupils, including those with SEND, and meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within the National Curriculum. Part of our ongoing plans for development is to promote inclusive teaching (Quality First Teaching) across all subject areas and gain a greater understanding of students' individual needs. Appropriate interventions will be implemented to enable students to progress and reach their potential.

Aims and Objectives of the SEND Policy

To reach high levels of achievement / significant rates of progress for all:

- To be an inclusive school and Nursery
- To meet individual needs through a wide range of provision and targeted interventions.
- To attain high levels of participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders: Including, pupils, parents, Governors and other members of the school community and where possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

- To provide curriculum access for all, adapting as needed to ensure full participation at an appropriate level and understanding
- To work towards inclusion for all in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

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 Further Education (FE) institutions, Local Authorities (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)
- Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:
 - (a) He or she has a physical or mental impairment
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan:

The plan below sets out our current position and 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 (Disability Discrimination Act 1995 - Legislation.gov.uk)

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Accessibility Plan: 3 year plan

Area	Targets	Strategies	Outcome	Time frame	Goals Achieved
Equality and Inclusion	Ensure the Accessibility Plan becomes an annual agenda in Governors / Senior Leadership Team (SLT) meetings	Clerk to add to list. Raise in SLT in Sum Term	All up to date with plan and aware of legislation	Summer 2023	Governors informed of how we ensure all children's needs are met.
	Build staff awareness and understanding of disability / needs	Staff training according to pupil / adult needs (especially 1:1 TAs supporting specific needs) Check their understanding.	Confidence and understanding in working with and supporting individuals needs / difficulties are reduced / overcome	On-going	Policies show high priority given to inclusion of all children and staff. Regular training in place for all staff.
	Make sure all policies demonstrate appreciation of the impact of disability access	To do during all Policy reviews annually	All Policies will clearly reflect the impact and understanding when addressing accessibility for all and reflect up-to-date legislation.	In all Policy reviews	All pupils regardless of a medical condition will be able to access school fully & be supported.
Physical Environment	To ensure where possible that the school grounds and building are accessible for all and review continuously to ensure safety and full accessibility for all	Completion of the Access audit to be done annually by school and officially by the Asset Management Services every 5 yrs	Governing body / SLT to ensure any reasonable adjustments are made where possible and staff / pupils / parents and other professionals are made aware of outcomes / changes.	Ongoing	Workplace inspections carried out yearly.
	Parking / Entrance to site easily and safely accessible to all staff. All external gates to be access controlled by all staff	2 x car parks, an outside parking area and Disabled Parking available. Usually visitors check in via Front Office. There may be times when some visitors check in directly to the Den or the Nest.	All stakeholders are able to park and enter / leave school safely. Entrances to school are flat & accessible to all visitors.	Ongoing	Site staff meetings/walk rounds carried out and documented. Visual inspections done by site staff H&S audits. Every classroom is optimally organised for pupils with disabilities as far as is practically and reasonably possible

	Classrooms optimally organised for students with sight, hearing, or physical impairment	Seek advice from SENCO and other professional bodies. Identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate students	Ongoing	
Curriculum	<p>All equipment and resources available, safe and appropriate to needs</p> <p>Curriculum is adapted as necessary to increase equity of access to all learning. This includes ensuring all pupils can participate in visits, clubs etc.</p> <p>Staff aware of the National Curriculum Inclusion Statements i.e. -setting suitable learning challenges -responding to pupils diverse learning needs -overcoming potential barriers to learning and assessment for individuals and groups</p>	<p>Special Educational Needs Coordinator (SENCO) / Other specialist professionals to train staff as required Also to review and to monitor equipment and use</p> <p>SENCO to monitor and work closely with outside agencies: Educational Psychologist (EP) / National Health Service (NHS) and School Commissioned Speech and Language Therapist (SALT) ensuring appropriate practice and resources Staff training during the induction period and throughout the academic year.</p>	<p>Staff have appropriate resources /equipment and understanding in use and enabling access for pupils – trained as needed EG: PE / Activities on trips.</p> <p>Staff are able to work with outside agencies in ensuring best use of resources and equipment and enabling pupils to access the curriculum with their peers in an appropriate way that builds confidence and self-esteem</p> <p>Strategies to enable full curriculum access for students with a range of disabilities to be identified in all long-term plans.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All pupils irrespective of disability are equally able to access the curriculum.</p> <p>Quality of the learning experience for all students and quality of teaching /support improved with wider use of technology and practices.</p>
Written / Other Information	To ensure that all parents and all other members of the community can access our information as needed	Written information to be put on school website / letters home; EMAS to support information sharing where English is not spoken by parents;	Alternative ways of communication to be agreed and put in place where possible	Ongoing	Parents and carers receive timely and easy to understand information about their child's learning and the support available to them.

	Support / alternative provision made to ensure that those parents unable to access school for parents for events and parents' evenings receive information as required.	personal support where reading is difficult. Phone calls home / texts / emails / letters and reports sent home. Possible home visits (2 staff minimum + / or Pastoral Worker) Must have phone / risk assess	All parents/carers feel included and able to access and share information that is vital for their child's well being.	Ongoing	
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Plan written by: Ruth Worswick (HT) and Annabel Buckman (SENDCo Leader)

Plan Start Date: December 2023

Review 1: December 2024

Review 2: December 2025