



# Accessibility Plan 2020 - 2023

Review 2023 and as needed in line with new cohort or needs of children

## Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or 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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

## Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age. Willow Farm Infant and Junior School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

## The purpose and direction of the school's plan

At Willow farm Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Willow farm primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

#### **The main priorities in the school's plan**

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works together with partner schools as required.
- Disabled pupils have access to extra-curricular activities.

**Action plan is set out below:**

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How?	Who?	Resources		
1	<b>Physical environment</b> To be aware of the access needs of disabled children, staff, governors and parents, carers	<i>Annual reminder to parents, carers through newsletter to let us know if they have problems with accessing areas of school.</i>	<i>Head Teacher</i>	<i>As required</i>	<i>Ongoing monitoring of need</i>  <i>autumn term newsletter</i>	<i>Governors</i> <i>Head Teacher</i> <i>SLT</i>
2	<b>Access to curriculum</b> To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	<i>Update SEND policy and SEND report annually</i>  <i>School to seek advice from experts.</i>	<i>SLT</i> <i>LA SEND team</i>	<i>Staff training costs</i> <i>Visiting speakers/trainers</i>	<i>Ongoing – needs identified via annual CPD calendar and appraisal process</i>	<i>Head Teacher</i> <i>SLT</i>
3	<b>Access to curriculum</b> To ensure that all learners have access to the curriculum	<i>Classroom are arranged to maximise independence for all (e.g. seating, scaffolds, additional support)</i>	<i>SLT</i> <i>Class teachers</i>	<i>Outside expertise as needed</i>	<i>Ongoing and at key transition points, strategies are shared and put into place in new setting.</i>	<i>Governors</i> <i>Head Teacher</i> <i>SLT</i>
4	<b>Access to curriculum</b> To ensure that all school clubs and visits are accessible to all children	<i>Modifications and additional support provided for children to be able to access alongside their peers.</i>	<i>SENCO</i> <i>All staff</i>	<i>Outside expertise as needed</i>	<i>Ongoing as clubs and visits are arranged</i>	<i>Governors</i> <i>Head Teacher</i> <i>SLT</i>
5	<b>Accessibility of information</b> To ensure that all staff have the knowledge to support children effectively	<i>Complete audit of staff training needs across the school.</i> <i>Identify training needs and address any gaps according to the needs of current children in the school.</i>	<i>SENCO</i>	<i>CPD</i>	<i>Autumn 2 and as new staff join.</i>	<i>Governors</i> <i>Head Teacher</i> <i>SLT</i>

6	<b>Accessibility of information</b> To ensure that parents/ carers who have a disability can receive and understand information and reports in a suitable format.	<i>School to identify potentially vulnerable parents or carers with disabilities and discuss with them ways to share information.</i>	<i>School staff SENCO</i>	<i>Outside expertise as needed</i>	<i>Autumn 1 or as new families join the school.</i>	<i>Governors Head Teacher SLT</i>
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