**Pinders Primary School Accessibility Plan**

**2024-25**



**Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. It also makes reference to the Code of Practice for SEND 2014. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’.*

*Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’.*

*‘Long term’ means ‘has lasted or is likely to last more than 12 months.’*

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

* Mobility
* Manual dexterity
* Physical co-ordination
* Continence
* Ability to lift, carry or otherwise move everyday objects
* Speech, hearing or eyesight
* Memory or ability to concentrate, learn or understand
* Perception of risk of physical danger

**Our planning addresses the following areas:**

• **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

• **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

• **Support services** – access to services within and external to the school to support families where a disability is identified

• **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability

• **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

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| Physical facilities  | Process for identifying barriers |
| \*Action planning following site inspections by relevant personnel (e.g. Site manager, SEN governor)\*Feedback from users of the school.\*Needs review for enrolment of pupils through discussion with the Headteacher or liaison with Inclusion Service\*Review of Individual Learner Profiles, Support to Learn Plans, ‘My Support Plans’ and/or Education Health and Care Plans for pupils with SEN/D |
| Summary of progress to date |
| Summary of provision:\*Disabled parking bay allocated\*There are disabled and adapted toilets within the school.\*There are two ramps for wheelchair access around to the front of school and one ramp for access to the playground.\*Specialist furniture has been purchased following OT recommendations for specific children Specialist radio aids have been purchased where needed.Risk Assessments include emergency evacuation procedures and lock down procedures where adaptations are needed for individuals.\*A wheelchair lift has been fitted and is available from the playground to dining room / hall \*Sensory garden created \*Sensory room created \* Inclusion space created in school \*Fob system at the main entrance and Nurture rooms \*Risk assessments in place for children who require additional support.  |
| Objectives for improvement 2024-25 |
| \*Continue to monitor to ensure that the school remains accessible to all \*To review and be aware of access requirements for new and existing pupils/staff/visitors as and when required |
| Monitoring of plans |
| \*This plan will be monitored by the governing body, the senior leadership team, the SENDCo and other relevant staff.  |

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| School Curriculum  | Process for identifying barriers |
| \*Monitoring of class teaching, learning support and impact on progress\*Data analysis by teachers and SLT at termly pupil progress meetings\* Review of Individual Learner Profiles, Support to Learn Plans ‘My Support Plans’ EHCP for pupils with SEN/D\*Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school\*Governor visits |
| Summary of progress to date |
| Summary of provision:\* Behaviour hub involvement \*Relevant staff are trained in Team Teach and Level 2 Team Teach at regular intervals\* First Aid training was undertaken by key staff. Paediatric first aid training completed by key staff in school \*Staff are trained in Emotion coaching / Wakefield progression Steps / Interventions – Precision teaching / ASPIRE training / ELSA Supervision sessions / SENDCO completed NASENDCO award. \*Audit of attendance/membership of school clubs by pupils with SEN/D suggests access is good.\*Non-negotiable aspects of classroom provision in place during year including for SEN/D.\*Staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEN/D (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms).Teaching staff trained in updated use of assessment and monitoring for learning for children below National Curriculum expectations for KS1. (Wakefield Progression Steps)New staff undertake catch up training to ensure skills base is maintained.\*SEND Little Wandle training completed for Key Staff \*Widgit resources purchased and utilised to support SLCN \* Development of Nurture Team including additional spaces within school to deliver interventions by ELSA / Learning Mentor\*Increased adaptions to the curriculum for SEND children  \*Nurture intervention fully embedded to meet individual children’s needs academically, socially and emotionally\*SEL (Social and Emotional Learning) embedded across school |
| Objectives for improvement 2024-25 |
| \*Development of diagnostic assessment interventions for children with learning barriers to ensure early identification. \*Development of SLCN spaces to ensure children with complex needs have an appropriate adapted curriculum in KS1 and EYFS.  |
| Monitoring of plans |
| \*This plan will be monitored by the governing body, the senior leadership team, the SENDCo and other relevant staff.  |

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| Support Services  | Process for identifying barriers |
| \* Review of Individual Learner Profiles, Support to Learn Plans ‘My Support Plans’ EHCP for pupils with SEN/D\*Advice from external agencies.\*Requests and identified needs of pupils and parents through discussion, observation, feedback.\*Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services\*Governor visits |
| Summary of progress to date |
| Summary of provision:\*Staff training about tracking Interventions \*Regular meeting between SENDCO and \*WISENDSS / EPS to discuss children with SENDSchool taking part in Future in Mind consultations between SENDco, class teachers and LSS / EPS to discuss children with SEND\*Regular drop in consultation between SENDCO, class teachers and \*WISENDSS / EPS to receive advice about children with SEND\* Wakefield Inclusion and SEND support Service |
| Objectives for improvement 2024-25 |
| \*Regular review of SEN register to identify new pupils and their parents\*Regular SENDCO/ parent/ teacher consultation meetings\*SENDCO to strengthen relationships between school and parents to ensure that parents have more knowledge and understanding of the Local offer. \*SENDCO and Parent Support Worker to run workshops / forums throughout the year.   |
| Monitoring of plans |
| This plan will be monitored by the governing body, the senior leadership team, the SENDco and other relevant staff. |

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| Awareness  | Process for identifying barriers |
| \*Observations of learning, pupil voice \*Feedback from pupils, parents, staff and visitors\*Curriculum / provision and assessment review in line with national changes\*Feedback from external agencies\*Governor visits |
| Summary of progress to date |
| Summary of provision:\*SENDCo has raised the profile of SEN and disability within school amongst staff \*SENDCo has put in place procedures, interventions and ensured staff training is up to date |
| Objectives for improvement 2024-25 |
| \*Accessibility plan to be adapted in light of new issues \*Continue to raise awareness of staff through training and development and heighten children’s awareness of issues related to disability |
| Monitoring of plans |
| This plan will be monitored by the governing body, the senior leadership team, the SENDco and other relevant staff. |

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| Communication  | Process for identifying barriers |
| \*Feedback from pupils and parents\*Feedback from external agencies\* Review of Individual Learner Profiles, Support to Learn Plans ‘My Support Plans’ EHCP for pupils with SEN/D\*Impact of communication streams in ensuring pupil and parent understanding and participation |
| Summary of progress to date |
| Summary of provision:\* Up to date school website enables access to information \* Proactive contact by SENDCo to ensure parents/carers of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes.\*Termly review of specific vulnerable pupils \*Leaflet produced for parents to highlight provision for SEN children at school.  |
| Objectives for improvement 2023-24 |
| \* Termly update on SEN/D pupils at staff meetings and phase meetings to ensure all staff have latest relevant information on specific pupils with SEN/D \* Continue to keep all families well informed  |
| Monitoring of plans |
| This plan will be monitored by the governing body, the senior leadership team, the SENDco and other relevant staff. |