Messingham Primary School
Accessibility Plan 2019-2022

Responsible Committee	Full Governors
Ratified Date	Sept 2019
Review Date	Sept 2022
Signed on behalf of Governing Body	
Print Name	

Completed by: Jo Smeaton   Review date: Sept 2022

Definition of special educational needs

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

The SEND Code of Practice 0 to 25 Years (DfE, 2014) 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.

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.

Messingham Primary 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** (on the school's website) for an outline of our full provision to support pupils with SEND.

Action Plan

Accessibility to the Physical Environment				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
To review regularly, and at least annually as part of the review of SDP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.	To track progress against original audit information To complete annual health and safety walks around school	SLT Governors	Medium	Throughout the year
To ensure the disabled toilets are functional with appropriate space and equipment needed.	Regular checks of this disabled toilets by cleaners. Support staff in school will monitor as they use the facility with the children.	Support staff SLT to monitor	Short	Ongoing each day/week
The new KS1 classroom doors are being replaced due to not being wide enough for disabled access.	LA responsible for replacement. Action underway.	LA	Medium	During the academic year

Accessibility to the Curriculum				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
To make all staff aware of implications of the DDA and the range of identified disabilities To make staff aware of National Curriculum Inclusion Statements ie. setting suitable learning challenges, responding to pupils' diverse needs,	Staff Meetings All staff are aware of range of interventions available in school to meet needs of pupils Staff fully aware of differentiation requirements in order to meet the neds of	SENCO	Short	During each school year

overcoming potential barriers to learning and assessment for individuals and groups of pupils Ensure all staff use to differentiate planning. Audit of current interventions available within school. Make all staff aware of available specialist support Identify INSET needs Carry out school audit of the 'wider curriculum' eg clubs, school visits etc to see if disabled pupils participate	all children, especially children with disabilities. Staff are aware of support INSET delivered			
To look at potential intake for following year to identify any training needs	To provide training relevant to whole school and individual pupil needs All staff feel confident and supported in dealing with wide range of ability/disability	SLT	Medium	Summer Term
To ensure equality of access to all aspects of the curriculum (including school trips, outdoor activities and after school activities)	To extend the range of extra-curricular activities for all. Review the inclusion policy. Staff to liaise with SENCo to ensure they are fully aware of pupil needs. All	SENCO	Short	Ongoing throughout the year
Training for teachers on differentiating and the mastery curriculum.	Audit the school through teaching and learning observations. Some teachers would benefit from additional training on differentiating the curriculum.	SLT	Long	Ongoing at all times

Accessibility to Information				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
Inform parents/carers of disabled pupils of how best to support the learning of their child.	Provide basic advice in core curriculum areas. Provide opportunities to meet with outside and multi-agencies.	Teachers and SENCO	Short	Ongoing throughout the year
Ensure recorded work is easy for all to access.	Use darker pen. Larger fonts. Highlight or darken lines on line guides if used. Move pupils closer to the board. Change colour of font or background of the screen. Use of overlays if needed.	Teacher and SENCO	Short	Ongoing throughout the year
Improve communication with all users, including disabled pupils and parents/carers	Ensure the school website and Parentpay are clear, simple and easy to use for all. Ensure parents/carers and pupils have wider access to information	Admin and SLT	Medium	Over the time frame of the plan
Set up systems to involve disabled pupils more fully and include pupil voice on the website (SEND section)	Survey disabled pupils, parents/carers and staff in school. Consult with appropriate services about the best ways to make information available.	SENCO	Medium	Over the time frame of the plan
To maintain above practice and review on annual basis	Regular review of need and delivery of alternative formats as needed Information available for parents and pupils in a variety of formats	All of the above	Long	Over the time frame of the plan