



Glebelands Primary Academy

Accessibility Plan 2023-2026

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

Physical Facilities - *This includes improvements to the physical environment of the school and physical aids to access education.*

Summary of progress to date in last three years

- Disabled parking space in school car park
- Coat Pegs at suitable height for identified pupil
- Equipment such as painting easel at suitable height for identified pupil
- Support rails and steps for toilet and continuous provision for identified pupils and staff
- Protocol in place for emergency evacuation situations
- Threshold slopes in place to support exiting cloakroom and classroom more easily
- Recommended furniture acquired for pupil to be correct seating position
- Improved access to the field and forest area
- Continued maintenance of the disabled toilet and rails and slope areas
- Additional security to and from building
- Replaced lighting throughout the school

Objectives for improvement 2023-2026

- To review the school’s fire alarm system to broaden the alert systems for pupils with disabilities
- Develop calming sensory area for children to access when needed
- Add additional signage for children with multisensory impairment

Monitoring of plans

This plan to be monitored by the premises and health and safety committees of the governing body and the SEN/Inclusion team of governors and staff.

THE SCHOOL CURRICULUM *This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Summary of progress to date in last three years

- Purchase of dyslexia friendly books for groups of pupils which have more comfortable contrast between the text and the paper and are at an appropriate level of interest
- Purchase of dyslexia friendly dictionaries to support independence with spelling

- Update coloured overlay knowledge and testing to support some pupils with visual stress
- A range of equipment purchased to support access, e.g. writing slopes, pencil grips, move 'n' sit cushions, weighted blankets and jackets, height appropriate equipment, talking whiteboards/ talking tins;
- A range of support accessed e.g. Fizzy (motor skills development), Sensory Circuits, extra squashing, Expanded Rehearsal Technique, phonic and mathematics activities
- Teachers liaising with Speech and Language Therapist and occupational therapist for particular pupils
- Breakout areas (Shared learning areas) cater for needs of all pupils and allow pupils to work in a multisensory, practical way;
- Range of after school clubs open to pupils from various year groups
- Apply for CAF where necessary to support access to BASE for children with EHCPs.
- Use of visual timetables in all classes and some learning areas
- Use of timers to encourage concentration
- Use of language such as 'now and next'
- STEPs training to support language and therapeutic thinking in school
- Mini laptops and iPads accessible to pupils
- TAs accessing gastro training
- TAs accessing occupational therapy training
- Employment of new Pastoral Support Lead
- TAs accessing SLCN training
- SENCO supporting ECTs through sessions for the DLPT training school
- Appropriate planning and risk assessments for children with additional needs accessing school trips safely

Objectives for improvement 2023-2026

- Wider use of multisensory approaches in break out areas
- Further development of writing mats, word mats
- Whole staff training in SEN in the classroom – yearly refreshers
- TA seminars for behaviour support

Monitoring of plans

This plan will be monitored by the Curriculum and Standards Committee and the Inclusion Team of governors and staff. The Head teacher and Office staff will monitor attendance at extra-curricular clubs.

SUPPORT SERVICES

Summary of progress to date in last three years

- Making full use of multi-agency meetings
- CAF applied for to support children who need additional funding to help them access BASE.
- Development and training on EHM system to create effective EHA support.
- School to act as Lead Professional in 'Team around the Family' meetings
- Update SEND section of the website - signposting of parents to support groups or services as applicable
- Drop-in sessions collaborated on with Educational Inclusion Family Advisor
- Educational Psychologist and Specialist Teaching Team have joint planning sessions with SENCO to plan for needs of pupils
- SENCO attends local SENCO Network Meetings to be up to date with latest

<p>information</p> <ul style="list-style-type: none"> • Sourced training on STEPS for a therapeutic approach to communication • Making referrals to Pediatricians, School Nurses, HI, VI and OT departments • Speech and Language Therapists visit to support pupils and termly planning meetings • Yearly meetings with SEND Governor • Use Insight data to inform outside agencies
<p>Objectives for improvement 2023-2026</p> <ul style="list-style-type: none"> • Teachers using SEND service records of involvement thoroughly to form APDR targets • Develop use of electronic learning plan/ APDR • Continue to discuss progress in SEND over Cambridgeshire at SENCO meetings as part of the SEND transformation plan.
<p>Monitoring of plans</p> <p>This plan will be monitored by the SENDCo and SEND governor, Team of governors and staff, by the school's leadership team and by the Curriculum and Standards committee of the governing body.</p>

<p>COMMUNICATION <i>This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.</i></p>
<p>Summary of progress to date in last three years</p> <ul style="list-style-type: none"> • Use of Team points/ emails/ post cards/ phone calls to contact parents • Each class has pages on the website to allow communication of pictures and information and Facebook group further adds to this • Member of staff is on the school gate each morning for Key Stage 2 and Class Teachers are available for Key Stage 1 • Members of staff available at start of day and home time each day • Special Needs Parents meetings termly • School Newsletter • TAF meetings and informal parents meetings to keep up to date with support • Website to inform parents of up to date SEND information • Gain parents views on the accessibility of the SEN Information Report
<p>Objectives for improvement 2023-2026</p> <ul style="list-style-type: none"> • Develop ways to communicate with parents for whom reading/ writing may be a barrier
<p>Monitoring of plans</p> <p>This plan will be monitored by the Strategic meeting route of the governing body, by the school leadership team and the Inclusion Team of governors and staff.</p>

Audited and written by the SENDCo