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**South Kirkby Academy**

**Accessibility Plan**

**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. 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 via annual questionnaires to all stakeholders  \*Needs review for enrolment of pupils through discussion with the Headteacher or liaison with Inclusion Service  \*Review of Learner Profiles/Supporting Me to Learn Plans/My Support Plans/ Education Health and Care Plans for pupils with SEND  \*Meeting with outside support agencies to identify barriers / needs  \*Parent / carer meeting to discuss needs |
| **Summary of provision:**  \*Disabled parking bay allocated  \*There is a disabled toilet in school  \*There are four ramps for wheelchair access around school. (one outside each year group entrance)  \*Specialist furniture has been purchased following OT recommendations for specific children  \*Calm room developed in school  \*Safety Plans written for all children who require one, which includes Risk Assessments, Personal Emergency Evacuation Plans and Positive Handling Plans |
| **Objectives for improvement 2020-2021:**  Continue to monitor to ensure that the school remains accessible to all  \*Safety Plans to reviewed termly  \*To review and be aware of access requirements for new and existing pupils/staff/visitors as and when required  \*Obtain feedback on accessibility from parents/carers via questionnaire |
| **Monitoring of plans:**  This plan will be monitored by the governing body, Headteacher, the SENCO 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 Learner Profiles/Supporting Me to Learn Plans/My Support Plans/ Education Health and Care Plans for pupils with SEND  \*Children tracked using Wakefield Progression Steps  \*Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school  \*Governor visits  \*Regular parent questionnaires sent out to capture parents views |
|  | **Summary of provision:**  \*Specific staff training in relation to ASD, speech and language difficulties, Dyslexia and ADHD  \*Accessed school nursing team to support staff and specific children’s individual needs  \*Intervention register embedded to meet individual children’s needs academically, socially and emotionally  \*Children with SEND are given access to the curriculum supported by the school’s SEND provision, taking into consideration the wishes of their parents and the needs of the individual  \*SENDCO has undertaken degree level training to further inform her role  \*All staff who are able, have been trained in Team Teach |
| **Objectives for improvement 2020-2021:**  \*Deliver mini-input training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEND (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms).  \*Staff training to be matched to the priorities determined by current academy population  \*Audit attendance/membership of school clubs by pupils with SEND to ensure full access  \*Ensure we continue to have trained staff in school to deliver specific programmes which meet individual children’s needs  \*Provide on-going professional development for staff to support them in ensuring all children have equal access to the curriculum  \*All children have access to an appropriate curriculum and have a positive attitude towards school and good self esteem |
| **Monitoring of plans:**  This plan will be monitored by the governing body, Headteacher, the SENCO and other relevant staff |

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| **Support**  **Services** | **Process for identifying barriers:**  \*Review Learner Profiles/Supporting Me to Learn Plans/My Support Plans/ Education Health and Care Plans for pupils with SEND  \*Advice from external agencies  \*Requests and identified needs of pupils and parents through discussion, observation, feedback.  \*Regular parent questionnaires sent out to capture parents views  \*Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services  \*Governor visits |
| **Summary of provision:**  \*Regular meetings between SENCO and LSS / EPS to discuss children with SEND  \*Regular meetings between SENCO and CIAT/SEMH to discuss children with SEND  \*Clear school procedures are set out as to when to contact support services  \*Refer to other agencies are made promptly  \*Advice is sought as necessary  \*SENCO attends regular Trust network meetings to keep up to date with services on offer  \*SENCO regularly liaises with external agencies to support pupils and parents and to maintain awareness of services available  \*SENCO regularly liaises with SENDCos in other schools to support pupils and parents and to maintain awareness of services available |
| **Objectives for improvement 2020-2021:**  \*Regular review of SEND register to identify new pupils  \*Develop a system for signposting relevant support/networks to parents of pupils with SEND  \*Development of the SEN page on school website to highlight agencies that can support parents and children  \*Continue to work in partnership with support agencies.  \*Regularly review and update the Local Offer and publish on the academy website |
| **Monitoring of plans:**  This plan will be monitored by the governing body, Headteacher, the SENCO and other relevant staff |

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| **Awareness** | **Process for identifying barriers:**  \*Observations of learning, pupil comments  \*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 provision:**  \*SENDO has raised the profile of SEN and disability within school amongst staff  \*Support staff have partaken in training on various SEN issues  \*SENCO has put in place procedures, interventions and ensured staff training is up to date  \*Clear guidelines for staff on criteria for SEN register |
| **Objectives for improvement 2020-2021:**  \*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, Headteacher, the SENCO and other relevant staff |

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| **Communication** | **Process for identifying barriers:**  \*Feedback from pupils and parents  \*Feedback from external agencies  \*Review of Learner Profiles/Supporting Me to Learn Plans/My Support Plans/ Education Health and Care Plans for pupils with SEND  \*Impact of communication streams in ensuring pupil and parent understanding and participation |
| **Summary of provision:**  \*Pro-active parent contact by SENCO to ensure parents of pupils with SEND are listened to and have opportunity to raise concerns or share successes  \*Termly review of specific vulnerable pupils  \*Regular meetings between school and outside agencies  \*Local offer and SEND Policy are on the school website to raise awareness of the availability of alternative forms of communication  \*Calm room developed in school |
| **Objectives for improvement 2019-2020:**  \*Share content of provision maps at parent consultation evenings  \*Termly update on SEND pupils at staff meeting and phase meetings to ensure all staff have latest  relevant information on specific pupils with SEND  Ensure pupil information is being routinely shown to all supply teachers and new staff in the academy  \*Continue to keep all families well informed  \*Continue to find ways for parents and carers to express their views |
| **Monitoring of plans:**  This plan will be monitored by the governing body, Headteacher, the SENCO and other relevant staff |