



Accessibility Plan 2022 - 2023

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: March 2021 To be reviewed in March 2024.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

Elm Grove's vision statement is: Everyone Included, Everyone Valued, Learning and Thriving Together

'At Elm Grove Primary School we have a culture of care and respect where 'fair' means that everyone gets what they need, not that everyone gets the same.'

At Elm Grove Primary School we want all our children to become confident, secure caring individuals who achieve personal success and develop a lifelong love of learning. We believe in a child centred approach to learning that is firmly based on the principles of inclusion, equal opportunities, global education and cultural diversity.

Our abiding aim is to work in an atmosphere where:

- * every child and adult is valued and can make a meaningful contribution to school life
- * children can be stimulated through excitement and enjoyment to reach their highest standard * a culture of care and respect is dominant
- * we celebrate diversity
- * we work in partnership with our parents and the wider community

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At Elm Grove we believe in the concept of lifelong learning.

We maintain that learning should be a creative, rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in life.

Our School aims 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:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities.

We collect information from all our Early Years feeder settings, so that we are prepared for children who arrive in school at Reception.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

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 any pupils with a disability.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Pupils with a disability have access to extra-curricular activities.

Accessibility Plan: March 2021 – March 2022

Duty to pupils

	Target	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Children with specific learning difficulties	Curriculum to be appropriately differentiated and TA/Inclusion support provided. Home school partnership	All class teachers supported by SENCo (Special Educational Needs Co-ordinator), Inclusion Mentors and TA's (teaching assistants) LSS (literacy support service), BHISS (Brighton & Hove Inclusion Support Service)	ongoing	Children are able to access the curriculum and achieve their individual targets	SEN (Special Educational Needs) Reviews each term Pupil Progress mtgs x 3 School tracking system

2	Children with SLCN (Speech, Language & Communication Needs)	Use of Makaton, visual timetables, IEP's (Individual Education Plan's) based on advice from Speech & Language service (administered by TA's) Home school partnership The Nest Inclusion support if needed	All class teachers supported by SENCo, Inclusion Mentors and TA's, SALT (Speech and Language)	ongoing	Children are able to access the curriculum and achieve their individual targets	SEN reviews each term Pupil Progress mtgs x 3 School tracking system SALT reviews
3	Children with Neurodiversity needs	Use of Makaton, visual timetables, IEP's based on advice from Sp. & L service (administered by TA's), BHISS, Well-being service and EP The Nest support if needed Home school partnership	All class teachers supported by SENCo, Inclusion Mentors and TA's/INAs (Individual Needs Assistant), BHISS, EP (Educational Psychologist), Well being service	ongoing	Children are able to access the curriculum and achieve their individual targets	SEN Reviews each term Pupil Progress mtgs x 3 School tracking system Regular reviews Boxall profiles Talkabout assessments Blob tree Just right
4	Children who are LAC (Looked After Children), SGO (Special Guardianship Order) & adopted	The Nest provides a secure base, attachment aware trauma informed staff, key attachment lead adult, Team around the Child, follow Virtual schools advice Home school partnership	All class teachers supported by SENCo, Inclusion Mentors and TA's/INAs, Virtual school, BHISS, EP	ongoing	Children are able to reach their full potential and children's health and wellbeing is fully supported	Regular reviews Boxall profiles Talkabout assessments Blob tree Just right

5	Children with Social, Emotional & Mental Health needs	TA/INA support as appropriate, Visual Timetables, Learning plans with advice from BHISS, the Well-being service and The Nest support if needed Home school partnership	All class teachers supported by SENCo, Inclusion Mentors and TA's, BHISS, a variety of therapeutic services based in the Turret room (therapy space)	ongoing	Children are able to access the curriculum and achieve their individual targets and participate in group and whole class learning experiences	Regular reviews Boxall profiles Talkabout assessments Blob tree Just right
6	Children with Physical & Sensory need	TA/INA support as appropriate, use of ramps to access school. Learning plan based on advice from OT (occupational therapist) and other specialists.	All class teachers supported by SENCo, Inclusion Mentors and	Ongoing	Children are able to access the curriculum and	SEN Reviews/Annual Reviews OT/Physio

		Make reasonable adjustments where it is deemed necessary Home school partnership Make reasonable adjustments	TA's Site manger		achieve their individual targets	reviews Blob tree Just right
7	Children with Sensory needs (including Hearing/Visual impairments)	TA/INA support as appropriate, use of ramps to access school. Learning plans based on advice from Sensory Needs Service (SNS). Appropriate use of background colours on paper and Smart board. Make reasonable adjustments where it is deemed necessary Home school partnership	All class teachers supported by SENCo, Inclusion Mentors, TA's/INAs Resources from BHISS SNS, Site manger	Ongoing	Children are able to access the curriculum and achieve their individual targets	SEN Reviews/Annual Reviews SNS 'check ups'

8	Children with intimate care needs	Changing facilities provided in the Accessibility Toilet, TA's/INA to change when necessary. Intimate care policy Home school partnership, parents to provide essentials	TA/INA – disabled toilets, step-ups, smaller toilet seats Individualised intimate care plans. supported by the SENCo & Inclusion Mentors Continence clinic	ongoing	Children are able to access the curriculum and achieve their individual targets with minimum disruption	Intimate care log IHCP if required continence clinic if required
9	Children with food allergies	School staff to liaise with parents to ensure appropriate diet is served. Needs communicated to all staff. Staff to have annual Epipen training from school nurse. Epipens stored with main school first aid equipment. Home school partnership	Head teacher, kitchen staff, office staff, first aiders, class teachers and TA's	ongoing	Children make good physical progress with no allergic reactions.	First aid log IHCP (Individual Health Care Plan)
10	Children with asthma Medical needs	Inhalers, and other medical supplies e.g diabetic care, epilepsy, eczema cream, piraton, stored with main school first aid	First aiders	ongoing	Children are able to access the curriculum and	First Aid log IHCP

		equipment. All first aiders trained to administer inhalers Staff that need to be are trained in relevant care Home school partnership			achieve their individual targets with minimum disruption	
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11	Trans, Non-binary & gender exploring children	Follow the Trans inclusion school toolkit, Allsorts training and advice Home school partnership	All staff supported by the Head teacher, SENCo , Inclusion mentors, Allsorts	ongoing	Children are able to reach their full potential and children's health and wellbeing is fully supported	Regular reviews Boxall profiles Blob tree Just right
12	Children with English as an additional language	Follow EMAS (Ethnic Minority Adisery Service) support, Home school partnership	All staff supported by the Head teacher, SENCo , Inclusion mentors, EMAS	ongoing	Children are able to reach their full potential and children's health and wellbeing is fully supported	Regular reviews Blob tree EMAS assessments
Duty to Parents/carers and the wider community						
2	Visually impaired group	Variety of fonts available for all letters	Headteacher and office staff to ensure that the offer is made.	As and when necessary	VI parents/carers fully up to date with all school communication	Parents to be consulted
3	Physical disabled parent	Disabled parents to have access to the school car park and enter via ramps as required. School to ensure there are no obstructions on ramps and entrances	Headteacher & Site Manager Ramps to most school entrances	On-going	Disabled parents included in all school activities. Attendance will demonstrate this	Head Teacher SENCo.

4	Parents with Neurodiversity needs	The Nest to offer additional support where needed, signposting to relevant services	Headteacher, SENCo, Inclusion Mentors & admin staff	As and when necessary	Parents to feel included and understand anything which is happening regarding their child/ren	Head Teacher SLT (Senior Leadership Team) . SENCo. Inclusion team
5	Parents with English as an additional language	EMAS support, translated documents if needed	Headteacher, SENCo, Inclusion Mentors & admin staff	As and when necessary	Parents to feel included and understand anything which is happening regarding their child/ren	Head Teacher SLT. SENCo. Inclusion team