

Westmorland Primary School

Accessibility Plan 2023-26

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014:0 to 25 years. This will be reviewed every three years by the SEND Governor.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The Equality and Diversity Policy.
3. The Behaviour and Discipline Policy.
4. The Special Educational Needs policy.
5. The Special Educational Needs Information Report.

All policies will be checked to ensure that they do not, unintentionally, treat children with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'...'setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)




'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all children identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

Current position

- The school buildings are fully accessible for wheelchair users and those with physical disabilities
- The outside play areas are flat and are completely accessible to wheelchair users
- There are three disabled toilets two being in the main school and one in the Early Years building.
- We have an NHS speech and language therapist employed 3 days a week, a SALT assistant 4.5 days a week and an additional NHS speech and language therapist 1 day a week. Each of these SALT therapists work either 1:1 or with small groups of children.
- We have four full time HLTAs who support children throughout school in targeted intervention groups.
- For the inclusion of children with complex needs/learning difficulties, most children are supported by a range of Teaching Assistants across the curriculum. This promotes independence and prevents attachment to a 1:1. Occasionally, a 1:1 is needed to keep a child or his/her peers safe. TAs work under the direction of the SENCO and class teachers.
- Our target room supports our most complex children who have difficulties with their cognition and learning and currently has 15 children from Years 1 to 3.
- Makaton signing to support learning is used across the school.
- The school is well-equipped with a range of learning aids and specific equipment.
- We have a sound field system in every classroom to improve the quality of speech and ensure that there is an even distribution of sound from the teacher.

- Every classroom in Key Stages 1 and 2 have an Occupational Therapy box, produced with the aid of our buy in therapist, to support the development of all children’s proprioception, spatial awareness, fine motor and gross motor skills within class.
- iPads have been introduced and are used to support learning across school.
- Individual IPADS have been provided for students with Vision Impairment in collaboration with Stockport’s sensory support team to mirror and enlarge interactive whiteboard resources.
- Recent training has taken place in SEN Support Plans, smart targets, dyslexia drop ins, supporting SEMH, safeguarding, and prevent duty. There are also a high number of trained first aiders across school.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

Objectives  Physical environment  Curriculum  Delivery of information	Current good practice	Actions to be taken	Resources	Lead	Monitor
To ensure that any new building adaptations meet or exceed the Disability Discrimination Act (DDA) access requirements	All areas of school currently meet DDA access requirements. Any adaptations will be assessed to check that these standards are upheld.	Any adaptations to must be assessed to ensure that they meet or exceed requirements.	None	SENCo	Head teacher
To continue to create safe spaces.	The den has a safe space cube that is used as needed across school. The target room also has a sensory corner integrated into	Class teachers to create or designate safe spaces in class. Children who can become overwhelmed by the classroom	Any funding needed to build the safe spaces	SENCo	Head teacher Resources committee

	their book corner which is used as needed throughout the day.	environment can also use a personal card with visuals to communicate if they need to take time out of the classroom and be in a quieter space.			
To ensure that Teaching Assistants are planned for appropriately.	TAs work with groups and individuals daily to ensure that specific needs are met in class. They work with a range of children so that the class teacher can also work with all of the children in their class.	SENCo to monitor TA timetables, weekly planning that identifies which groups TAs are working with and through classroom observations.	None	SENCo	Head teacher SENCo
Support staff to support the implementation of SALT targets and SEN Support targets within class.	All targets are available in the class inclusion file. Children receive targeted interventions where appropriate to work towards targets as well as in class provision.	Teachers to plan for support staff to address these targets throughout the day.	Inclusion files	SENCo	Head teacher SLT
To train new staff in Makaton	New staff are trained in a timely manner and are supported by partner teachers who will have already received training.	New staff in school will be trained in basic Makaton.	New staff to attend training on site.	SLT	Head teacher SENCo
To refresh staff training in Occupational Therapy and ensure that OT boxes are in use in class.	Every classroom has an OT box. Sally Holmes has provided OT training in July 2020 but new staff have joined since this date.	Sally to repeat training to improve the knowledge of new staff and TAs as well as providing a refresher for those who have had training before in order to incorporate OT fully into the classroom.	Staff meeting	SENCo Sally Holmes	Head teacher SENCo
To ensure that staff are trained to support children with specific needs across all areas of SEND.	The inclusion service team supports staff as needed through regular visits, classroom/pupil observations and discussion.	Identify year groups/ pupil groups/ individuals who need additional support from the inclusion team and ensure that collaboration between the service and staff is possible.	Staff training as needed	Inclusion service	Head teacher SENCo

To ensure that staff are trained to support children with physical needs.	Team-Teach training is delivered annually so that staff are up to date with positive manual handling techniques.	Use Team-Teach training annually and as needed if extra training is needed to target a specific identified need.	Training day for appropriate staff	LA trainers	Head teacher
To ensure all staff are supported in adapting provision for children with specific sensory needs.	Stockport's sensory support service visits children with visual and auditory impairments regularly and provides access reports to ensure that provision in class meets need.	Ensure all staff are given copies of the access reports with any additional resources that are needed to meet each individual's needs.	INSET/ Staff Meeting SLA with OT Support from Stockport Sensory Service	SENCo	Head teacher Inclusion working party committee Resource Committee
To ensure staff are trained to support children with medical conditions.	Staff training is given annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. The Medical Conditions policy is updated annually.	Ensure annual parents return is gathered so that medical information is kept up to date.	INSET, staff meeting On admission if specific needs are identified.	School nurse team SENCo	Head teacher Inclusion working party committee
To ensure toileting plans are in place for all children requiring intimate care and reviewed at least annually.	Any child who has a medical need which requires a toileting plan has a plan in place. Staff who change children as part of their plan follow the routines that are set out within these and ensure that each change is	To continue to ensure all relevant pupils have care plan in place and relevant staff are consulted and follow the plan appropriately.	None	SENCo with class teachers and teaching assistants	SENCo

	documented with a dated signature within the class toilet plan file.				
To liaise with health providers to support meeting the need of SEN pupils.	SENCo and school mentors continue to liaise with health providers including Speech and Language Therapy, HYMs and BSS to support meeting the needs of pupils.		None	SENCo	Head teacher SENCo
To continue to support the needs of vulnerable pupils	Mentoring team to continue to support vulnerable children with social, emotional and mental health issues, including those with attachment disorders. Regular professional discussions with class teachers and other appropriate members of staff.		None	Mentors	Head teacher
To effectively support the transition of vulnerable and children with SEND.	Mentors and SENCo continue to work with vulnerable children and children with SEND, their families and class teachers in order to effectively support the transition of vulnerable children. Mentors and SENCo also work closely with Year 7 staff and secondary SENCos so that additional transition arrangements can be made.		None	SENCo Mentors Inclusion Leader Class teachers	Head teacher SENCo
To source interpreters for those children and families who require them.	The ethnic diversity service (EDS) has close links with school and is routinely used to provide home language assessments and interpretation for families as needed.	Ensure that any new pupils and their families are assessed as to whether an interpreter (including sign language interpreters) is required. If so, speak to EAL lead in school who will contact EDS.	Ongoing basis	EAL Lead	Head teacher

Monitoring

The performance of individuals, including those with SEND, is monitored on a termly basis through pupil progress meetings with SLT as well as through the SENCos monitoring of their SEN support plans and one page profiles to ensure steps of progress are being made with their targets.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.