



Gorse Hall Primary & Nursery School

SEND Accessibility Plan

2021-2024

Gorse Hall Primary and Nursery School **Accessibility Plan**

Rationale

Gorse Hall Primary and Nursery School is an inclusive school which is committed to providing high quality education to all learners. We are committed to inclusion and disability in the spirit of the Equality Act 2010, ensuring that all pupils are included in all aspects of learning and school life. We believe that all children, including those who are vulnerable or have additional needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We are committed to provide an environment that enables full curriculum access and values which included all pupils, staff, parents and visitors regardless of their education, social, emotional, physical, sensory and cultural needs.

Purpose of plan

This plan shows how Gorse Hall Primary and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. This a projected plan to be carried out over a three-year period.

This plan will be reviewed annually in line with our School Policy cycle.

Definition of disability

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.” (DDA 1995 Part 1 para 1.1)

Under the new Disability Act 2005, this definition was amended to include people with cancer or surviving cancer, Multiple Sclerosis and HIV from the point of diagnosis.

Mental or physical impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they impact on a pupil’s everyday life.

Aims of this SEND Accessibility Plan

Increasing access for disabled pupils to 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).

Increase the awareness of mental health issues and address the wellbeing of all pupils and staff.

Improving access to the **physical environment** of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of **written information** to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities including autism.

We have a small number of pupils who have a visual impairment. We have a pupil with micro duplication, 3 children with epilepsy, 5 pupils with ADHD, 5 pupils with diagnosed Autistic Spectrum Condition, a pupil with NF1 and one pupil with type 1 diabetes and insulin dependent.

Increasing access to the curriculum for pupils with a disability

At Gorse Hall Primary School, we continue to improve and adapt teaching and learning through self-review and Continuous Professional Development (CPD). We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached the school's 'Bee Rules' when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Objectives	Action	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. SEND Inclusion Award. Questionnaires. CPD for dyslexia, ASD and differentiation	Ongoing and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Learning support staff and SEND support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD including Bereavement and Loss Training	As required	SENDCO	Raised confidence of support staff to support pupils with their barriers to learning
ICT software is used to support learning	Provide CPD to use software such as Clicker 6, Doodle Maths and English, Nessy to support pupils with a disability to access the curriculum. Ipad available for pupils with EHCP. SSAs to use iPads for pupils with SEND. Laptops are updated and renewed.	As required	SENDCO/Amanda Edwards – Advisory teacher/SSA	Wider use of SEN resources including ICT in classrooms to meet SEND needs
Educational visits to be accessible to all pupils	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	As required	HT/CT	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE and after School Clubs are accessible to all	Sports coaches utilised to ensure PE is inclusive for all pupils	As required	PE co-ordinator/Sports Coaches	All pupils to have access to PE and participate
Raise awareness of mental health and promote health and wellbeing	Complete the ACSEED Award. Pupils Well-being Ambassadors. Staff INSET. Staff and pupil well-being notice board. SEMH	ongoing	DHT	Pupils learn about mental health and develop strategies to for healthy mind and body

	Causing Concern Forms.			
RSE Curriculum addresses objectives outlined in the Equality Statement	Monitor Jigsaw. Certificates to award positive pupil participation.	ongoing	DHT and PHSE Subject Lead	Tackle discrimination. Pupils learn to celebrate differences.
COVID-19 measures in place support pupils with SEND	Welfare checks (daily/weekly). Highly differentiated, hard copies of work delivered for pupils isolating. Teacher, LSA and SENCo email addresses shared with parents. Catch-up intervention support and target pupils with SEND.	2020-22	Teachers, SENCo, Subject Leads, DHT	COVID-19 has not negatively impacted on the progress of pupils with SEND.

Improve and maintain access to the physical environment of the school

Excellent collaboration with the staff and site manager ensures that the school building meets the additional needs of pupils, staff and parents with a disability; adding specialist facilities as and when necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Objectives	Action	Time-scale	Responsibility	Success Criteria
Carry out a Building Management Survey	Contact TMBC to carry out a Disability Access Survey	Ongoing	Caretaker /Headteacher	A clear plan of action to develop the physical building of the school to meet the needs of pupils with a disability
Wheelchair access into the building	When the tarmac is renewed, the ground level will be raised to line up with the doors	As required	Caretaker	Safer access into the building for pupils with a wheelchair

Implement Personal Evacuation Plans (PEEPs) for pupils with a disability in the case of a fire alarm/lock down	Set up a system of individual evacuation route for pupils with a disability when required Information sharing with all key workers	Renewed yearly by Deputy Head/SENCo	SENDCO/designated key workers	All staff aware of PEEPs and pupils with a disability are safe in the case of a fire emergency
Wheelchair access down the stairway to LKS2	Liaise with LA regarding planning permission and construction	As required	Caretaker / Headteacher	Wheelchair access to LKS2 for pupils, parents or staff with a disability
Building meets the needs of pupils with visual impairments (VI)	Bright yellow tape highlights areas where there is a step or uneven ground	As required	Caretaker/SENCo/VI	Pupils with VI move around school safely
Nappy changing facility	Incorporate a nappy changing area in school	Begin planning September 2021	Caretaker/ Headteacher/ SENCo	Intimate Care taken care of sensitively

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

At Gorse Hall Primary and Nursery School, we believe that communication between staff and parents is key in providing the best outcomes for pupils in our care. A termly newsletter informs parents of key information and dates. During Parents evenings, English and Mathematics year group expectations are shared and discussed with parents. The School's Blog and Class Blogs can be accessed via the website for an insight in the exciting day to day activities carried out by the pupils. The Headteacher updates the Facebook page regularly as this is a platform accessed by many parents. The SEESAW app has been rolled out to include Key Stage 1 and Key Stage 2 teachers liaise with parents via email when needed.

Objectives	Action	Time-scale	Responsibility	Success Criteria
Further enhance the use of Parent Pay Online	Systems in place for parents to pay for school meals, school trips and contribute to fundraisers directly online	Ongoing	School Business Manager/ Headteacher	Easier and efficient way for parents to pay for school dinners. Cashless payment system

MyEd school app and SEESAW for EYFS and KS1	Instant access to parents to send and receive messages. Increased communication.	Ongoing	School Business Manager/ Headteacher	Parents can be reached instantly
Continue the School and Class Blog	Parents can read up to date blogs written by the pupils and staff about	Ongoing	School Business Manager/ Headteacher	Parents are kept informed of the curriculum
Update Facebook page	Headteacher to keep parents informed of upcoming school events and to celebrate achievement	Ongoing	Headteacher	Parents are kept informed and updated via the school's Facebook page

Linked Policies

The SEND Accessibility Plan links to the following policies:

- Behaviour Policy
- SEND Policy
- Continuing Professional Development
- Complaints Policy
- Curriculum Policy
- Equality Scheme
- Health & Safety Policy
- Special Educational Needs Information Report
- Intimate Care Policy
- COVID-19 Risk Assessment

This Accessibility Plan is shared with all stakeholders through the school website.