



Beeston Hill St. Luke's C of E Primary School

Accessibility Plan

Approved September 2022
Review date: September 2023
SENCo: Michelle Palmer

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Beeston Hill St Luke's Primary has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This plan is created in response to the recommendations made in our school's last access audit which took place on 22nd June 2016.

St Luke's plans over time, to increase the accessibility of provision for all pupils, staff and visitors to the school, The plan will contain relevant actions to:

- Continue to improve access to the physical environment of the school, adding specialist facilities where necessary.
- Increase access to the curriculum for pupils with a disability, ensuring our pupils with a disability are as, equally, prepared for life as non – able bodied pupils (if a school fails to do this they are in breach of DDA). This expands across teaching and learning, leisure and cultural activities or school visits. It will also cover specialist aids and equipment, which may assist these pupils in accessing the curriculum.

The special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. You will find all school documents relating to special educational needs disability and inclusion on our school website <http://www.bsl.leeds.sch.uk/>

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Strategy	Outcome	Timeframe	Achievement
Training for teachers -enabling a communication friendly environment	Book whole school Visual communication training	All staff will be able to create a whole school communication friendly environment	September 2021 onwards	Increase in access to Early Years and National Curriculum. Improved social inclusion
All classrooms are organised to promote participation and independence	Reasonable adjustments checklist for teachers	Needs of individual pupils are accommodated	Ongoing	Increase in access to National Curriculum
All outside school activities ensure the participation of all pupils.	Review out of school provision to ensure it complies with relevant legislation	Activities will be conducted in an inclusive environment.	Ongoing	Increase in access to all school activities for all pupils
The Oasis Resourced Provision and mainstream classes follow consistent communication systems e.g., visual support for pupils with SEN.	Purchase an additional Boardmaker programme for mainstream classes	All staff across school will be able to access and create visual aids quickly. RP staff will have responsibility for RP pupils' visual aids only.	21-23	Pupils in mainstream classes will have access to immediate visual support that is specific to their individual needs as and when it is required. There will be a reduced workload for staff in the RP which will have a positive impact on pupils attending the RP.
Consider signs that indicate a route to The Oasis Resourced Provision	New sign	All people entering will find the new building easily	Sept 21 onwards	Improved access to the building for visitors with a wide range of SEN and disability.
Consider signs that indicate a route to the main office	Move sign	All people entering will find the main office easily.	Sept 21 onwards	Improved access to the building for visitors with a wide range of SEN and disability.
To ensure a more personalised approach for pupils with SEN	Continue to use B squared as an assessment tool for pupils with learning needs. In house training to be provided to support teaching staff, enhancing their knowledge and understanding of SEN categories of need, the graduated response to initial concerns and placing pupils on the SEN Register	Teaching staff will be able to confidently assess pupils, identifying gaps in development and create appropriate targets. Teaching staff will be confident in making judgements on pupil's progress and differentiating between 'catch up' pupils and pupils with SEN.	By April 2022	Robust tracking of pupil's progress will be embedded into everyday teaching practice. Teaching staff will have a good knowledge and understanding of pupil's individual needs and be able to identify weaknesses and strengths and plan for the next steps in learning. Pupils will have increased access to the curriculum and receiving appropriate provision to meet their individual needs. Pupils will make good or outstanding progress from their relative starting points.
SENCo to ensure all staff are using the radio aids during lessons, assembly etc for an individual child with a hearing impairment who has been issued with the radio aid.	Feedback form DAHIT teacher visits, pupil views.	The pupils will be included in all activities. Reduction in feedback from noise in the environment The pupil will hear the teacher more clearly.	Ongoing	Removal of barriers to learning, increasing opportunities for learning Improved inclusion.

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ **SEN Governor**

Date:

_____ **Headteacher**

Date:

_____ **SENCO**

Date:

This policy will be reviewed annually.