



Accessibility Plan

Adopted: Academic Year 2021-2022 (Feb 2022)

Review Date: Academic Year 2024-2025 (by Feb 2025)

Definition of Special Educational Needs:

Under the 'Children & Families Act 2014', children will have Special Educational Needs if they:

- have a learning difficulty or disability which calls for special educational provision to be made for them.
- have a significantly greater difficulty in learning than most others of the same age; or
- have a disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age within the area of the local authority;

Definition of Special Educational Provision.

Special Educational Provision is education that is additional to, or different from, the provision made generally for other children of the same age in schools and settings maintained by the LA, other than special schools in the area.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day today activities.

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Scotch Orchard Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

1. Increased access to the curriculum.

Improving teaching and learning, lies at the heart of Scotch Orchard Primary School. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

The school curriculum is regularly reviewed by the Headteacher, together with the SENCO, and curriculum leaders, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

Targets to improve Curriculum Access at Scotch Orchard Primary School.

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
To ensure that all learners, including those with Special Education Needs, and disabilities, make expected or greater than expected progress.	Analysis of data. Pupil Progress meetings with SLT/SENS	All children's needs are quickly identified and met.	March 2022 - July 2022	Termly Pupil Progress Meetings show the gap between groups is narrowing.
	Use of Assessment to map intervention e.g. one to one tuition/ school led tutoring/ catch-up funding.	All children make expected or greater than expected progress.	Termly 2022-2025	
	Purchase additional hours from SENS support to maximize assessment of	Provision mapping is in place for all SEN children.	March 2022 – review yearly	Provision Mapping in Place for all SEN children. SEN Impact logs also in place for 2021-

	pupil learning difficulties. Develop provision mapping.			22 and reviewed termly.
To ensure that the indoor and outdoor learning environment is accessible to all learners including those with disabilities.	<p>Review all out-of-school provision to ensure compliance with legislation.</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases i.e. wheel chair access and those who are visually impaired.</p> <p>Ensure 'Forest School' area enables access for all learners including those with a disability.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>All the school community to be able to access the Forest School area..</p>	<p>2022 – annually in September.</p> <p>This is completed annually in new classes and as and when pupil needs arise. Part of new admission induction procedure.</p> <p>Buildings plan 2022-23</p>	<p>Risk assessments in place for areas around school and include a risk assessment for access for wheel chair users.</p> <p>Risks assessments for all activities and areas EYFS for all learners including those with disabilities.</p> <p>The Forest School outdoor classroom is accessible for all of the school community including those</p>

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Improvements in the Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Targets to improve the Physical Environment at Scotch Orchard Primary School.

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Layout of school to allow access for all pupils, staff, governors, parent/carers and visitors to all areas	<p>To ensure school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p> <p>To create access plans for individual disabled pupils when require</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.</p> <p>Signage to indicate to visitors, staff members and children that assistance is available.</p>	<p>Access for all.</p> <p>People to know their needs are met at Scotch Orchard.</p> <p>Assistance available for all.</p>	<p>Annual review by ATLP</p> <p>On-going throughout the year.</p>	<p>All walkways and rooms to be wheelchair accessible.</p> <p>Personal care facility.</p> <p>Disabled toilet</p>
To ensure driveway, roads, paths around the school are as safe as possible.	<p>School to liaise with ATLP 'Operations and Estates' manager.</p> <p>Effective Lighting to improve access around the perimeter of the school.</p>	<p>Safety of school staff improved.</p> <p>Parking available for all staff and visitors- including 2</p>	On-going throughout 2022-25	<p>Pedestrian fencing.</p> <p>Wider doorways</p> <p>Personal care facility.</p>

	<p>Monthly checks on site by the Senior Site technician, to ensure paths ways are accessible</p> <p>Communication with parents through letters/newsletters/website</p>	<p>disabled parking areas.</p> <p>All pathways are accessible, clear and safe.</p> <p>Parents receive up-to-date information.</p>		<p>Larger designated parking areas.</p> <p>DDA compliant</p>
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Improving the Delivery of Written Information

At Scotch Orchard we aim to make written information provided to the pupils and parents, such as handouts, timetables and information about school events available to those with a disability and/or including those with significant low reading acquisition levels.

This might include large print, the use of ICT and the provision of information orally e.g. through Makaton signing.

We take account of pupils' disabilities and their views about their preferred means of communication.

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing as needs arise	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other	Review all current school publications and promote	All school information available for all	Ongoing as needs arise	Delivery of school information to parents and

information for parents in alternative formats	the availability in different formats for those that require it			the local community improved
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The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in the academic year 2024-2025.