



Holmesdale Infant School

Accessibility Plan 2017-2020

The SEN and Disability Act 2001 extended the Disability and Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has 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 policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 framework document September 2013
- Safeguarding Policy
- Teacher's Standards 2012

The plan sets out the proposals of the Governing Body of the schools to increase access to education for disabled pupils in the 3 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
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

The schools have identified their priorities through data collection including PLASC and Key stage results. It has also used information from pupil and parent questionnaires.

Our Accessibility Plan allows us to fulfil the school vision statement –To promote and enrich the development of children to achieve their full potential in a caring, happy, creative and stimulating environment.

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

Improving Access to the Curriculum

Target 1 - To ensure that the curriculum meets the needs of all pupils through differentiated work, resources and support.

Target	Action	Person Responsible	Resources and Costings	Performance Indicators	How will it be Monitored?	By When?
1	Staff to continue current practice of placing pupils in the most appropriate class in order to meet their needs and including additional support through differentiated tasks, resources and/ or Teaching Assistant support.	CR and SENDCO	N/A	All pupils make good or better progress. Pupils with identified SEND make appropriate progress against specific targets.	Lesson observations, planning scrutiny, work scrutiny, pupil progress meetings, Case study meetings, IEP meetings	Review: April 2017 Oct 2017 Oct 2018 Oct 2019
	School will endeavour to source funding internally or externally to provide the extra	CR, SENDCO and Governing	School to provide at	Pupils with identified SEND	Lesson observations,	Review Feb 2017

support needed in order for pupils needs to be met, if their needs fall above the expected level of support within school.	Body	least first 9.5 hours support from existing budget	needs will make progress against specific targets.	Planning scrutiny, work scrutiny, pupil progress meetings, Case study meetings, IEP meetings	Nov 2017 Nov 2018 Nov 2019
To continue to develop and resource strategies and interventions to address the mental health and wellbeing needs of vulnerable children in school e.g. positive play, nurture, mindfulness, P4C	CR, SENDCO	School to budget for intervention costs each year and related CPD / training	Pupils will make at least good progress. Intervention assessments [eg boxhall profile] show children making progress	Lesson observations, pupil progress meetings, tracking, intervention assessments, Case study meetings, IEP meetings	Review Apr 2017 Oct 2017 Oct 2018 Oct 2019
To train staff in specialist areas of need where necessary, e.g. Numicon; Makaton; etc.	CR and SENDCO	£180 per day for supply cover plus training costs	Staff developing and implementing specific intervention programmes to meet the needs of individuals and small groups of pupils with identified SEND.	Learning walks, pupil progress meetings, case study meetings, IEP meetings.	Sept 2016 Ongoing Review: April 2017 Sept 2017 April 2018 Sept 2018 April 2019
In order to ensure all children have access to all areas of the curriculum school will ensure that appropriate support is in place across the different areas of learning/ areas of the	Teachers, SENDCO, SLT	School to provide first 9.5 hours support	All pupils make good or better progress. Pupils with	observations, planning scrutiny, work scrutiny, pupil	Sept 2016 Ongoing Review: April 2017

	curriculum where it is necessary and appropriate.		from existing budget	identified SEND make appropriate progress against specific targets.	progress meetings, Case study meetings, IEP meetings	Sept 2017 April 2018 Sept 2018 April 2019
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Improving Access to the Physical Environment

Target 2 - To ensure that all children have full and safe access to all areas of the schools learning environment

Target	Action	Person Responsible	Resources and Costings	Performance Indicators	How will it be Monitored?	By When?
2.	School will meet with parents, current/previous educational providers and other specialist outside agencies, as part of the transition process for a child starting school with identified SEND.	CR and SENDCO	£180 to cover supply cost to release SENDCO	Identified actions and resources are put in place to meet the pupils needs.	Learning walks, discussion with parents, IEP meetings, pupil interviews.	May-July 2016 Review: April 2017 April 2018 April 2019
	Undertake an Accessibility Audit of the learning environment, develop and implement an action plan	CR, SENDCO And Chair of Governors	Costing dependent on individual need – use of capital funding	Pupils with identified SEND are accessing all of learning environment. Pupils with	Learning walks, H&S monitoring; Premises meetings, IEP meetings.	Oct 2017 Oct 2018 Oct 2019

			where necessary.	SEND make appropriate progress in learning.		
Take advice on layout and resources within the learning environment from outside agencies, e.g. Physical Impairment, Occupational therapist, supporting pupils with identified SEND.	SENDCO & CR	Costing dependent on individual need – use of capital funding where necessary.	Pupils with identified SEND are accessing all of learning environment. Pupils with SEND make appropriate progress in learning.	Learning walks, H&S monitoring; Premises meetings, IEP meetings.	Nov 2017 Nov 2018 Nov 2019	
Ensure all emergency procedures and Critical Incident Plan incorporates the needs of pupils with identified SEND.	CR, teachers	NA		Emergency procedures, Fire drills, Critical Incident Plan review.	Nov 2017 Nov 2018 Nov 2019	
Ensure all risk assessments incorporate the needs of pupils with identified SEND where necessary.	CR and governors	N/A		Risk assessment reviews, H& S Committee meetings	Jan 2017 Review: Sept 2017 Sept 2018 Sept 2019	
Ensure that pupils with SEND have personal Egress plan in place for emergency procedures, risk assessments and activities outside of school, e.g. school trips, where necessary.	CR, SENDCO and H&S committee	N/A		PEP reviews, H& S Committee meetings.	Jan 2017 Review: Sept 2017 Sept 2018 Sept 2019	

Improving Access to Information

Target 3 - To ensure information for children and parents is accessible at all times

Target	Action	Person Responsible	Resources and Costings	Performance Indicators	How will it be Monitored?	By When?
3.	Ensure that any printed text provided to pupils and parents with a specific visual need / language need are appropriate by seeking advice on text sizing / translation etc	Teachers, CR and SENCO	N/A	Pupils accessing curriculum and learning activities. Pupils making progress in learning.	Learning walks, lesson observations, work scrutiny, pupil progress meetings, IEP meetings.	Sept 2017 Review: June 2017 June 2018 June 2019
	Ensure that the school website is updated with all relevant information and policies for parents.	CR/JW	N/A	Parents have access to day to day information about the school. All parents have access to current school policies and procedures.	Website scrutiny by HT and Governing Body.	Jan 2017 Reviewed termly
	Ensure that all parents are given clear information about their child's school experience and their progress in learning through parent/ teacher consultations, newsletters, email messages, telephone contact, IEP meetings, in school	Teachers, SENDCo, CR	N/A	Parents are aware of their child's school experience and the progress they	HT to monitor with SLT	Feb 2017 June 2017 Oct 2017 Feb 2018 June 2018 Oct 2018 Feb 2019

	meetings, parent information workshops, end of year reports.			are making. Parents have access to day to day information about the school. All parents have access to current school policies and procedures.		June 2019
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Pending Full Governing Body agreement Feb 2017