



Oulton Primary School Accessibility Plan

Adopted: March 2021

Review date: March 2024

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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Oulton Primary School has adopted this accessibility plan in line with the school's **SEND offer** 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.

Our **SEND offer** 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 **SEND offer** for an outline of our full provision to support pupils with SEND.

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	Outcomes	Actions	Success Criteria	Who/ When
Staff training	<p>All staff will be competent and confident in effectively planning for all pupils with SEND.</p> <p>All staff will be competent and confident in accurately and effectively using B-squared/ PKS Standards to assess children and set appropriate targets.</p>	<p>Staff training sessions arranged which focus on differentiation, use of assistive technologies and effective use of TAs.</p> <p>Staff training sessions to support with use of b-squared and PKS standards.</p> <p>Regular triangulation of b-squared profiles, individual targets and pupil work/ observations to ensure accuracy and appropriate support. Individual/ group coaching sessions to support accurate assessment, setting of appropriate SMART targets and incorporation of these into class/ group planning.</p>	<p>Activities/ support resources planned for SEND pupils will be appropriate, leading to positive pupil outcomes and increased independence.</p> <p>Staff confident in using b-squared to assess pupils and support their progress.</p> <p>Assessments of specific needs of SEND pupils are accurate. Targets set for SEND pupils, are based on accurate assessment and are SMART.</p> <p>SEND pupils are targeted/ supported appropriately within lessons and make progress.</p>	SENCo & Leadership Team Ongoing
	Gaps in knowledge of SEND areas are identified.	<p>Gaps identified through learning walks, book scrutiny, pupil progress meetings, T & TA appraisals.</p> <p>Priorities for 2020-21: SEMH needs/ Zones of Regulation/ Mental Health 21-22: Level 1 Autism awareness for all Makaton Trauma and attachment</p>	SENCO will have an up-to-date picture of where gaps are and where further development is needed.	Zones of Regulation to be introduced in September 2021 – delayed due to Covid 19 – Led by SENCo.

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	Regular cycle of CPD is in place that addresses staff training needs. Revisit approaches with new staff.	Needs identified through learning walks, pupil progress meetings and book scrutiny, staff discussions, T & TA appraisals and any newly identified pupil needs. Create a plan which aligns with school CPD calendar. Prioritise key areas and revisit to embed.	Whole school strategies/ approaches are used consistently by all staff. Staff are more confident in supporting children in specific areas, impacting positively on pupil behaviour/ outcomes.	Ongoing review as needs arise. Feeding into formal review on an annual basis in the development of a SEND action plan.
	Specific training for pupils with high level of need	Specialist agencies involved to recommend appropriate training – identified staff to participate.	Staff are appropriately trained to meet needs of SEND pupils, ensuring their safety, inclusion and impacting positively on pupil outcomes.	As appropriate – ongoing. To be arranged by SENCo
Teaching and Learning	Differentiation will be embedded within classroom practice to ensure all children are effectively supported to make progress develop independence	Regular monitoring of this to identify good practice areas/ staff that need support – learning walks, book looks etc. Support/ training to then be provided as appropriate. Support in use of b-squared as above.	Appropriate differentiated tasks in place that still provide challenge. TAs will be used effectively Children will be on task and making progress. Improved outcomes for SEND support pupils.	Leadership team
	Interventions clearly link to/ built upon in class learning	Interventions to be linked closely to assessment of specific needs. B-squared targets that are worked on in interventions to be selected based on	Teachers have a good understanding of individual children's needs/ progress so they can plan effectively to meet these needs.	SENCo/ class teachers

Priority Area	Outcomes	Actions	Success Criteria	Who/ When
		appropriate skills and knowledge needed for current class learning. Liaison between intervention leads and class teachers re. focus areas so these are also referred to in class.	Children make progress in their interventions and are able to apply their learning more independently in class.	
	High needs pupils access an engaging curriculum that meets their individual needs appropriately	Development of Angelfish class – SENCo to work regularly with SENIT to develop provision and staff understanding; continued effective multi-agency working to meet specific needs; applications for FFI funding to be made annually as appropriate to ensure sustainability of the provision and individualised support	Children with a high level of SEND have an appropriate curriculum and work with skilled staff - this to have a positive impact on pupil outcomes.	Ongoing SENCo and Angelfish staff.
	Appropriate equipment is obtained and used effectively to support pupils with physical needs.	Referrals and close working with specialist agencies as appropriate. Effectiveness to be ensured through ongoing review – pupil observations, SEND support plan and ISAR reviews, staff, pupil and parent feedback.	Children have appropriate equipment to enable curriculum access and movement around school.	Ongoing SENCo and all staff working with individuals with SEND
School estate	Indoor and outdoor spaces continue to be accessible for all pupils, particularly those with physical needs, but also including pupils with other needs that could affect accessibility – sensory needs, autism...	Regular audit of indoor and outdoor spaces to ensure access for all pupils – to be carried out by class teachers/ SENCo as needed. Involvement of specialist services such as Physiotherapy as needed to suggest specialist equipment/ adaptations to environment or practice. Assessment of new classroom/ outdoor environments carried out as part of transition plan for individual pupils with SEND.	All children can access school environment and learning/ play resources. Staff have relevant advice from appropriate professionals so they feel confident to make adaptations to activities/ physical resources.	SENCo & class teachers/ phase leaders SENCo to co-ordinate further support if needed
	Parents of children who have physical needs/ parents with physical	Adaptations made to drop off/ pick up times/ locations if needed so parents can access the site when it is less busy.	Parents can access the school site to drop off/ pick up their children easily/ safely and this	SLT to ensure parking spaces are available

Priority Area	Outcomes	Actions	Success Criteria	Who/ When
	needs are able to drop off their children easily and safely at school each day.	Disabled parking spaces to be made available for parents if needed and this to be suggested as part of their plan if appropriate.	experience is as stress-free as possible for pupils/ parents.	Individual plans to be made by SENCo/ Phase Leader as appropriate.

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: 12/03/2021

_____ SENCO Date:

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