



Oulton Primary School

Accessibility Plan

Adopted: March 2021

Reviewed: June 2024

Review date: June 2027

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.</p> <p>Individual/ group coaching sessions to support accurate assessment, setting of appropriate SMART targets and incorporation of these into class/ group planning.</p> <p>New staff are provided with relevant training on induction</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.</p> <p>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.	Gaps identified through learning walks, book scrutiny, pupil progress meetings, T & TA appraisals.	SENCO will have an up-to-date picture of where gaps are and where further development is needed.	SENCo & Leadership Team Ongoing
	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.

Priority Area	Outcomes	Actions	Success Criteria	Who/ When
	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 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.	Teachers have a good understanding of individual children’s needs/ progress so they can plan effectively to meet these needs. Children make progress in their interventions and are able to apply their learning more independently in class.	SENCo/ class teachers
	High needs pupils access an engaging curriculum that meets their individual needs appropriately	Continued 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 EHCP to be made (replacing FFI funding model) 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	Referrals and close working with specialist agencies as appropriate. Effectiveness to be ensured through ongoing review – pupil observations, SEND support plan, EHCP	Children have appropriate equipment to enable curriculum access and movement around school.	Ongoing

Priority Area	Outcomes	Actions	Success Criteria	Who/ When
	effectively to support pupils with physical needs.	applications/reviews and ISAR reviews, staff, pupil and parent feedback.		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 needs are able to drop off their children easily and safely at school each day.	Adaptations made to drop off/ pick up times/ locations if needed so parents can access the site when it is less busy. Disabled parking spaces to always be available for parents if needed and this to be suggested as part of their plan if appropriate.	Parents can access the school site to drop off/ pick up their children easily/ safely and this experience is as stress-free as possible for pupils/ parents.	SLT to ensure parking spaces are available 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



Headteacher

Date: 24/06/2024

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