



Accessibility Plan

'I have come that they may have life, and have it to the full.'
John 10:10

School vision statement:

St Edward's CE Primary School's vision is for children to have high aspirations and self-belief, leaving the school with the knowledge and emotions to play an active role in society, while developing values such as compassion, endurance, forgiveness, and thankfulness in a welcoming and inclusive environment. The school aims to foster an understanding of different faiths, encourage critical thinking, and develop strong communication skills to prepare pupils for life and work.

The accessibility policy and plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Definition of special educational needs

The SEN Code of Practice (DfE, 2014) says, 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of children of the same age; or b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions A child under compulsory school age has special educational needs if he or she is likely to fall within the definition 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 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disabilities. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by all staff together with the SENCO 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. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
 - providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
 - using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

Sensory and physical needs

The school has the following adaptations in place to meet sensory and physical needs:

- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinesthetic materials
- access to specialist aids, equipment or furniture (through outside agencies)
- regular and frequent access to specialist support.

Current specialist furniture at school:

- Disabled changing bed

Reasonable adjustments

The school will also make reasonable adjustments for individual pupils who need extra provision than that which is already in place to make sure that all our pupils are involved in every aspect of school life, and that all barriers to learning are removed.

Aims and objectives

Priority 1: Improve access to the physical environment of the school.

Objective	Actions	Person/people responsible	Actions complete
To be aware of the access needs of children, staff, parents, governors and visitors with disabilities	To create an access plan (within Individual Health Care Plans) for children with disabilities to inform staff of needs of individuals and ensure consistency of high quality provision. Be aware of staff, governor, visitors and parent's access needs and meet as appropriate. Consider access needs during recruitment.	Head Teacher SENCO Class Teachers Office Staff	Ongoing
Ensure all disabled pupils can be safely evacuated	Individual evacuation procedures will be outlined in pupil's individual health care plans. Ensure all staff are aware of their responsibilities when evacuating classes and individual children.	Head Teacher SENCO Senior First Aider Class Teachers Office Staff	All key transition points. When a child joins the school with specific needs

			As required.
Ensure classroom environments are regularly monitored to support children with additional needs	Discuss with parents and children what adaptations need to be made if any. Support from Rochdale Additional Needs service (RANS).	SENCO Class Teachers RANS	Ongoing

Priority 2: Increase access to the curriculum for pupil's with a disability.

Objective	Actions	Person/people responsible	Actions complete
Training for teachers and support staff on different aspects of SEN including adaptations when required	Review the needs of children with specific issues and provide necessary training. Review the needs of teachers in relation to the children in their class and provide necessary training.	SENCO	As required
Increase confidence of teaching and support staff in meeting needs of all children through differentiating the curriculum.	Identify staff training needs - assign CPD on rolling basis (dyslexia friendly practice, ASD, speech and language).	SENCO	Ongoing
Ensure all staff are aware of disabled children's curriculum access.	Review register of children with disabilities so that all staff and where appropriate staff from external agencies are aware of how best to meet children's needs and provide them with full access to the curriculum, including use of ICT.	SENCO Class Teachers Teaching Assistants	Ongoing
All trips and after school activities are planned to ensure the participation of the whole range of pupils	Review out of school provision to ensure it is fully accessible to all children and make adaptations where needed. Risk assessments carried out for individual children if needed.	SENCO Class Teachers Breakfast/After School Club managers	As required

Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence	Review children's individual needs and make adaptations to classroom layout if needed. Provide specialist equipment if needed to support individual children's needs.	SENCO Class Teachers	Ongoing
Review curriculum areas and planning to ensure children with disability in school have full access to curriculum	Include specific reference to equality and disability in all curriculum reviews	SENCO Class Teachers	Ongoing
Ensure that children with disabilities can take part fully in after school, before school and lunch time clubs	Discussion with after school, before school and lunch time club providers to ensure that all children feel able to participate in out of school activities.	SENCO Breakfast Club After School club Ed Start	As required

Priority 3: Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Objective	Actions	Person/people responsible	Actions complete
Make available school newsletters, brochures and other information for parents/carers in alternative forms if required.	Review all current school publications and promote the availability in different formats for those that require it. Use services available through the LA for converting written information in alternative forms e.g. EAL	SENCO EAL Coordinator Office Staff	As required
Parental advice support and information from external agencies.	Referral to relevant external agencies. SENDIAS	SENCO Pastoral manager Mental Health practitioner	Ongoing

This policy should be read alongside other school policies (found on school website).

To be reviewed: September 2028