



Vernon Park Primary School



Accessibility Plan 2019 - 2022

Introduction-

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Teaching and Learning Committee of the Governing Body.

Definitions of SEND-

‘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 a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND code of Practice 2014)

The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The Local Authority admissions policy

[https://assets.contentful.com/ii3xdrqc6nfw/2Ihq786otieUa2WM2Ok4mw/34f01edab0c53f7d3f385ea426472e35/School admissions policy and procedures 2017 to 2018.pdf](https://assets.contentful.com/ii3xdrqc6nfw/2Ihq786otieUa2WM2Ok4mw/34f01edab0c53f7d3f385ea426472e35/School%20admissions%20policy%20and%20procedures%202017%20to%202018.pdf)

This states that:

- Schools may not refuse to admit a child because they feel unable to cater for their special educational needs.
- Schools cannot refuse to admit a child on the grounds that they do not have a Statement of Special Educational Need (or an Education Health & Care (EHC) Plan) or are currently being assessed. There is a clear expectation under the Education Act 1996 that pupils with special educational needs will be included in mainstream schools. A parent's wishes to have their child with a statement educated in a mainstream school should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children.
- It is Stockport Council's policy to educate children in mainstream schools, if this is the parent's wish, wherever possible.

2. The Equality and Diversity Policy (available on the school website (<http://www.vernonpark.stockport.sch.uk>)

3. The School Behaviour Policy (available on the school website)

4. The Special Educational Needs policy (available on the school website)

5. The School Offer (available on the school website)

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'...'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users (with exception of the Environmental Area)
- There are two toilets for disabled pupils (one toilet includes a ceiling mounted hoist).
- The school is Resourced for the inclusion of pupils with Speech and Language conditions who are supported by a teacher, part-time Speech Therapist and Teaching Assistants.
- The majority of the Resourced staff use Makaton signing to support learning.
- Mainstream Teaching Assistants support a range of pupils- delivering learning and therapy programmes.
- The school is generally well-equipped with a range of learning aids and specific equipment.
- The Pastoral Manager supports a range of vulnerable pupils and their families.
- All staff have had training to support pupils with emotional needs, through Team Teach training.
- There are a high number of trained first aiders a
- Recent training has taken place in SEND, diabetes, epilepsy, asthma and there are a high number of trained first aiders.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitor
To continue to ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENCo in INSET and through regular staff meetings. SENCO to attend termly network meetings	Staff meeting time/ INSET	INCO	SLT
To improve accessibility for pupils with dyslexia	Ensure children have access to a range of acetate coloured slides, tinted paper and a range of writing tools.	£50	INCO	SLT
To ensure that any building improvements support pupils with VI.	When decorating and carpet colours are chosen the need for clear contrasts will be addressed.	Consideration at time of tendering.	SLT	Resources committee
To increase space for vulnerable pupils.	SLT to develop spaces for additional/specific intervention/Support (spare classroom) and Nurture room	Resources Displays furniture	SLT	SLT
To ensure all staff are trained to support pupils with ASD/AUT.	Training is provided on Visual Aids for Pupils with Autism Makaton training where necessary	INSET, staff meetings, training opportunities	INCO	CL
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes • Anaphylaxis and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	INSET, staff meetings	CL CL	Teaching and learning committee Teaching and learning committee
To ensure that staff are trained to support pupils with emotional needs.	All the staff are trained every 3 years in TEAM Teach and new staff attend sessions at other schools (annual 'refreshers' are implemented during a staff meeting).	INSET Spring 15 1 day INSET every 3 years £50 new staff within 1 term	LA trainers	CL

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with members of the Senior Leadership Team. This also includes performance of groups, including those with SEN and/or a disability.

The HT maintains a 'Hate Crime Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

April 2019