2023

ACCESSIBILITY PLAN

Old Catton Church of England VC Junior School
White Woman Lane School

Accessibility Plan 2023 – 2026

1. **The Purpose of this Plan**

    This plan sets out how our schools will increase access to education for disabled pupils in three key areas:

    a) increasing the extent to which disabled pupils can participate in the school curriculum;
    b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
    c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

    Our school accessibility plan will be reviewed every three years and reported on annually.

2. **What does accessibility and inclusion mean for our schools?**

    We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

    When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

    (a)   Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not

    (b)   Avoid segregating or stigmatizing any users

    (c)   Provisions for privacy, security and safety shall be equally available to all users

    (d)   Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (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. Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is

defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4. Information about our schools

You can find out about our schools on our websites; www.oldcatton.norfolk.sch.uk   www.whitewomanlane.norfolk.sch.uk

The physical environment is accessible for all users and has wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. The building is all on one level and so in general does not cause any particular difficulties. There are disabled people's toilets located in the schools. Both the disabled people's toilets have a handrail, an emergency pull cord and easy use taps and include a hoist and changing table.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

Old Catton Church of England Junior school and White Woman Lane School are inclusive schools and our values reflect our commitment to our schools where there are high expectations for everyone.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

Our Special Educational Needs Policy and Information Report outlines the schools' provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, 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.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

The schools provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

We want all children to enjoy school, to be challenged and to achieve their very best. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations. The achievements, attitudes and well-being of all our children matter.

The 3 areas to be considered in this action plan are:

a) Improving access to and participation within the curriculum
The schools will continue to seek and follow the advice of Local Authority services, such as the EPSS Service specialist teachers and Educational Psychologist, SEND advisers, and support commissioned from the Complex Needs School's SEN Trust and of appropriate health professionals from the local NHS Trusts.

b) Improving access to the Physical environment

The schools will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improve the access and delivery of written information

The schools will make themselves aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- School improvement plan
- Equalities
- Health and Safety
- Administering Medicine Policy
- Positive Behaviour Policy
- Medical Needs Service Policy

1. Improving access to and participation within the curriculum				
To increase the extent to which disabled pupils can participate in the school curriculum Our aim is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.				
Targets	Lead	Strategy/Action	Timeframe	Success Criteria
SEND and Medical register and information on children with additional to be monitored and updated as required.	Executive Deputy SEND SENCos	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Care plans are up-to-date. Make SEND and medical needs explicit clearer on IEPs and in teachers'class folders. Meet with parents of children whose care plans/documentation needs updating.	On going	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	HoS SENCo	Introductory meetings in the autumn term to teachers and SENCo, followed by meetings with class teachers in October and February. SENCos are available for meetings with parents of children with IEPs, EHCPs during the assertive mentoring directed time. Targets to be clearly identified on IEPs for parents to work on Staff to complete parent meeting notes – CPOMs Parents to be asked to complete a questionnaire – analyse/review and take action steps where needed Introduce 'SEND Parent Drop-in' sessions again Annual written report will be sent home in the summer term. IEPs will have at least a termly review. Copies of IEPs will be sent home for parent comment and meetings with parents of children with IEPs and EHCPs arranged as required.	Ongoing	Increased engagement of parents IEPs reviewed and new targets shared with parents Parents understand targets and know how to support their child with at least one of the targets All parents aware of the SEN needs of their child Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback All staff are clear about their responsibilities in meeting pupil's needs Individual Education Plans identified and on provision maps and/or IEPs where needed

Effective communications with feeder schools to provide a quality transition. Identify those children who may need additional provision to ensure a smooth transition.	HoS SENCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. Liaise with feeder schools to review potential intake for September 2022-2023-2024. Liaise with SENCos to ensure clear transfer of records/information Arrange multi-agency meetings where necessary to ensure the provision is suitable Any changes in pupil's needs identified within SENCo progress meetings – termly and IEPs to reflect any needs identified Meeting arranged with parents – information sharing/needs of the child. SEND Folders up-dated and to include all relevant documents/info. shared Create and up-date provision maps showing the overview for each year group and individual pupil's need	Ongoing Summer Term for transition Autumn Term follow-up each September	Transition for children from other schools is smooth with adequate and appropriate resources and provision in place. All staff are clear about their responsibilities in meeting pupil's needs Individual Education Plans identified and on provision maps and/or IEPs where needed Parents are kept informed of provision and consulted.
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and 12 monthly objectives/IEPs)	Executive Deputy for SEND HoS SENCos All staff	Transition meetings in the summer term Transfer of records / meetings with teachers and relevant staff & SEND Folders up-dated and to include all relevant documents/info. shared Create and up-date provision maps showing the overview for each year group and individual pupil's need	Transition meetings at end of year. Ongoing meetings SENCo.	All staff are clear about their responsibilities in meeting pupil's needs Individual Education Plans identified and on provision maps and/or IEPs where needed
Training for	HoS	Audit Staff strengths/gaps in knowledge.	Ongoing	Staff confidence in adapting the curriculum is improved.

staff on increasing access to the curriculum for all learners and removing potential barriers		Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc. TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures.		Children's participation in the curriculum is more broad and effective. All staff are clear about their responsibilities in meeting pupil's needs Individual Education Plans identified and on provision maps and/or IEPs where needed
Use appropriate assessment tools and activities for children working pre-key stage	SENCo	Ensure staff are familiar with the NCC 'Provision expected at SEN Support' documents (PEaSS). Use other professional's suggestions for adaptations of the curriculum.	One year	Children working pre-key stage will have consistent approaches for assessment and planning using IEPs and PEaSS information. Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school		To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff		Ipads/laptops available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment E.g. PECS, visual timetable, writing with symbols , wobble cushions etc. Purchase suitable resource (e.g. Widgit) to make	One year and ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning

		resources.		
To develop understanding and the use of sensory rooms, trolleys and circuits.		Allocate a proportion of the budget over the course of three years for sensory activities and equipment. Seek advice and ongoing training from Complex Needs colleagues, OH, specialist staff.	Annually	Sensory resouces – rooms, trolleys and circuits being used effectively by pupils identified as needing additional sensory support Sensory provision having a positive effect on pupils.
To review the attainment of pupils with SEND regularly through whole school tracking systems.	Executive Deputy for SEND HoS SENCo	Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP Attainment of SEND children over the year to be analysed termly and through IEP meetings (HoS & SENCo). Track small steps of progress IEPs to reflect needs of pupils based on progress made	Min. of 3 x IEP meetings 1 x annual review of EHCP Termly Pupil progress meetings SENCO and teacher ongoing.	Analysis shows that expected progress has been made by all pupils Progress towards the IEP targets has been achieved. Provision has been reviewed and amended based on needs of pupils
Appropriate use of intervention and their success and impact on progress.		Track intervention success. Strategically deploy staff for interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions.	On going	Progress and attainment of all children is at least good.
To continue to audit, review and develop staff expertise based on the needs of the school.	Senior leaders SENCos	Identify training needs. Seek out appropriate training (internally/externally) and prioritise who, what, when etc.	Annually	Long term training needs identified and prioritised

2. Improving access to the Physical Environment				
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Lead	Strategy/Action	Timeframe	Success Criteria
Evaluate day and residential trips in light of current cohort	HoS Executive Deputy SEND SENCos	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	On going	All SEND are able to access all trips during their time at our schools
Maintain safe access round the interior and exterior of the school	HoS Caretaker/ Site Assistant	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff	Ongoing	There is safe access throughout the schools
Ensure access for all SEND children at extra curricular clubs and reasonable adjustments are made to enable participation	HoS Executive Deputy SEND SENCos	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	Ongoing	Increased access of SEND children at extra-curricular school clubs and extended successfully and happily with the correct support if required
To make effective use of the sensory room	HoS SENCos	Children to use the Sensory Room and Safe Spaces for regulation. Staff to be taught how to use the equipment in the sensory room.	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

3. To improve the access and delivery of written information				
To improve the delivery of information for disabled pupils and parents				
Targets	Lead	Strategy/Action	Timeframe	Success Criteria
Review documentation on website to check accessibility for parents	Executive Deputy SEND SENCos Office staff	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Executive Deputy SEND Office staff SENCos	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems (E.g. Widgit)	Executive Deputy SEND SENCos	Purchase Widgit (or similar) to improve picture communication support. Use resource to make classroom resources (eg.word mats, visual timetables, social stories). SENCo to train on most effective ways to use resource SENCo to train all relevant staff members in how to use it.	Spring term 2024 Ongoing	All school staff aware of disabilities of children in their classes