Ashwicken Primary School Accessibility Plan 2023 - 2025

In the light of the SEN (Special Educational Needs) and Disability Discrimination Act (DDA), all schools are required to have in place a written Accessibility Plan.

The following duties are recognised by the school:

- *Not to treat pupils with additional needs less favourably for a reason related to their disability*
- *To make reasonable adjustments for pupils with additional needs (see foot note), so that they are not at a substantial disadvantage*
- *To plan to make reasonable adjustments to the school buildings, so that there is access to education for disable pupils and to make the school buildings more accessible for pupils with additional needs*

Contextual Information

Ashwicken Primary School is a small Primary School in King's Lynn, West Norfolk and currently has around 130 pupils on roll aged 4 to 11. Our modern building is set in spacious grounds with a playground and an astroturf playing field. The school has five classrooms. The school also has rooms within the school that serve as a library, PE and dining hall. We have 2 disabled toilets.

Current range of learning needs

In Sept 2023 there are 17 children on the SEND register under the following categories reflecting their specific needs: - Physical and/or Sensory – 5 ; Communication and Interaction (including Speech and Language) – 6; Cognition and Learning – 15; Social, Emotional and Mental Health – 3. There will also be co-existing or combined links across diagnosis. There are 16 children classified as EAL (English as an additional Language).

The School is required to prepare an Accessibility Strategy and Accessibility Plan for increasing the accessibility over time of the School for pupils with additional needs. The DDA requires schools to plan for:

a. *Increasing the extent to which pupils with additional needs can access the School curriculum;*
b. *Improving the access to the physical environment of the School*
c. *Improving the delivery of written information to pupils with additional needs*

a) Increasing Access to School Curriculum

Ashwicken Primary School aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children. The School aims to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of EAL, SEN or disability:

- *Staff and Governors review policies annually*
- *The SIDP (School Improvement and Development Plan) sets targets to improve the quality of education, teaching, curriculum and assessment provided by the school*
- *All policy and aspect documents are written and reviewed to a policy outline, which includes reviewing each area with reference to children with SEN. Supporting policies are the Equal Opportunities / SEND policy / EAL policy / Curriculum policies / Anti-Bullying policy / Educational Visit policy.*

b) Improving Access to the Physical Environment of the School

Ashwicken Primary School was upgraded in a lengthy period of building work in July 2014 and the building was designed to meet the requirements of the DDA and current building regulations. Consequently, the building fully complies with the physical access requirements of the DDA. However, the School recognises that over time some modifications may be required in the future to meet the specific needs of any pupils with additional needs and staff particularly in the older part of the school.

c) Improving Written Information

The School ensures our stakeholders have equal access to written information. We have the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles. We have access to printing Braille via the LA and have even arranged translation services when required.

Footnote - *The DDA definition of disability is "A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities." The definition includes a wide range of impairments, including hidden impairments. If, for example, a child has an impairment affecting mobility, sight or hearing, or has learning difficulties such as a mental health condition, epilepsy, autism, a speech, language or communication impairment, asthma or diabetes then he or she may have a disability if the effect of the impairment on the child's ability to carry out normal day-to- day activities is 'substantial' and 'long-term'. Substantial in the DDA means 'more than minor or trivial' and Long-term means that the impairment has lasted at least a year or likely to last for at least a year.*

Targets	Strategies	Lead	Timeframe
To ensure all children and adults are considered equal and all are recognised for their strengths by all members of the school community.	Whole School and Key stage assemblies and PSHE lessons address issues surrounding disabilities and learning needs. Ensure policies surrounding bullying, racism, unsociable behaviours clearly state there is a no tolerance policy on the above and that procedures are adhered to by all staff who deal with any incidents that arise. Circle of Friends is instigated for the most vulnerable children with social and communication difficulties. Playtime leaders, Y6 Peer Mediators and Buddies are available to support vulnerable children at play times Awareness and coherence to protection of characteristics guidelines	HT and SENco	Spring 2023
Improve the physical environment of the school when necessary.	Provision of: adapted seating, writing slopes and implements, coloured overlays/paper and ICT backgrounds.	SENCo	Ongoing as needed
To ensure full access to the curriculum for all children.	CPD for all staff, differentiated curriculum, new assessment procedures, a range of support staff and intervention, use of interactive teaching equipment, a range of multimedia technology use during lesson times, specific equipment sourced when necessary.	SLT	Ongoing
For all parents to be aware of the local agencies they can access to support them and their children.	Information such as EAL – language café, ASD support group, SEND Partnership Newsletters are shared via email.	SENCo & HT	Termly

To ensure a close partnership with parents continues.	To ensure collaboration and effective communication between school and families through: Class Teacher Parent Meetings, APDR meetings, Parents' Evenings, school website and regular newsletters	SLT Class teachers	Ongoing
All children are aware of important information.	Visual timetables are used in all classrooms and individual ones are supplied on a needs basis. All staff members are known – display photos.	Teachers Office staff	Sept 2023
Information is able to be accessed by all parents	Ensure emails can be accessed. Ensure website is easily accessed by all of our community Use of the website APP is promoted	All members of staff	Sept 2023
To establish and maintain close liaisons with outside agencies for pupils with ongoing accessibility needs.	To ensure collaboration between all key personnel, eg SENDCo, Physiotherapist, Occupational Therapist, school nursing team, Educational Psychologists, parents etc.	HT, SENCo, TA's and Teachers	Termly
To ensure staff training for specific disabilities as appropriate	Training to be sought when required for specific disabilities and or medical conditions.	HT SENCO	Ongoing
To monitor and further develop playground facilities and equipment.	Teaching Assistants, Peer Mediators, Circle of Friends and School Council to encourage playground games; School council to liaise with children regarding playground equipment.	HT and SLT	Summer 2024
To liaise with nursery providers to review potential intake for September 2023.	To identify pupils who may need additional to or different from provision for Sept 2020.	SENCO Teachers in YR	Summer 23

To liaise with secondary providers to review and improve transition procedures.	To pass on information regarding SEND children, to liaise with SENCO's at High Schools regarding transition dates and arrangements.	Year 6 Teachers SENDCO	Summer 2023