



## Accessibility Plan

January 2017

## Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) 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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

## 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.

Ernehale Junior School has adopted this accessibility plan in line with the school's **special educational needs policy** 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 **special educational needs policy** 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 **special educational needs policy** 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	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Staff training( inc accessibility of information)</b>						
1.Complete audit of staff training needs	Review Skills that Staff have in SEND and assess gaps and new training needs that need addressing.	Look at gaps and strengths within the school and how these can be met- courses/ peer to peer support	Staff will share expertise and access support to ensure skills are continually refreshed and developed.	Staff will continue to feel confident to meet the needs of the children in their care.	All staff will continue to have the skills they need to meet confidently the needs of the children in our care.	Staff expertise will continue to be evident in planning and classroom practice.
2. Specialised training provided to meet cohorts needs- eg. Emergency meds	All staff linked to children with specific needs will continue to have their training needs met	This will ensure all children's needs continue to be met.	The skill set within school will continue to be built up and rolling programs of renewal set in place.	Children with specific needs will continue to be provided with the very best support and care.	Annual review rolling program will run reflecting on needs of new cohort and training needs of staff.	Up to date best practise will continue to be in place for all.
<b>Teaching and learning (inc access to curriculum)</b>						
1.Classrooms arranged to maximise independence for all	Teachers continue to ensure needs of learner in class met through simple classroom arrangements- furniture/ extra and modified resources.	Continue to ensure children are able to access learning.	This will continue to be common practise in school- information passed on to new teacher at transition about arrangements suited to children's needs.	Learning time will continue to be maximised. Children will further develop their independence skills.	The annual rolling programme- where new cohort class needs are fed into transition and current successes passed on will continue to grow in strength. Outstanding practice will continue to be shared.	This will ensure the continuity of outstanding independent learning strategies for all.
2. School clubs and visits continue to be accessible to all children	All activities continue to be compliant with regulations.	Children continue to be able to partake in school activities regardless of	Clubs and visits continue to be accessible to all.	Continued Inclusive practice.	Clubs and visits continue to be accessible to all. Reviewed annually to	Continued fair and accessible clubs and visits for all.

		disability.			reflect new cohort and current.	
<p>School estate – If a Child with a disability is given at place at Ernehale then adjustments will be made to meet the need of the child. No current building works are planned at present. Please see SEND policy for accessibility arrangements. At present there are two disabled toilets, a shower and an outside ramp to access upper school.</p>						
1.						
2.						

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

**Signed by**

\_\_\_\_\_ **SEN governor**                      **Date:** .....

\_\_\_\_\_ **Headteacher**                      **Date:** .....

\_\_\_\_\_ **SENCO**                              **Date:** .....

**This document will be reviewed every three years**