Link Learning Trust

Accessibility Plan

Barlow Hall Primary School and Brookburn Primary School

Adopted: October 2020 Reviewed annually

To be reviewed: July 27

Introduction

At LINK Learning Trust, we believe that diversity is a great strength of our schools, which should be respected and celebrated by all those who learn, teach and visit here. We recognise that there are similarities and differences between individuals and groups, and we strive to ensure that our differences do not become barriers to participation, access and learning; we cannot achieve equality for all by treating everyone the same. We create inclusive processes and practices, where the varying needs of individuals and groups are identified and met by building on our similarities and seeking enrichment from our differences. We promote understanding and learning between and towards others to create cohesive communities.

We recognise and accept our public sector duties contained within the Equality Act 2010 and our responsibilities to:

- Eliminate discrimination, victimisation and harassment
- Promote equality and access and opportunity within our school and within our wider
- community
- Promote positive attitudes to difference and foster good relationships between people in our diverse community
- Encourage participation

The Equality Act 2010 requires the school to have an Equality and Accessibility Plan which must show how the school/ Trust is:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those with disabilities.

Each school in the trust will draw up it's own accessibility plan. This will be published on each school's website.

In drawing up the Accessibility Plan the schools will set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to ensure that the school experience is as enjoyable as possible.

This Accessibility Plan should be read in conjunction with our accessibility and equality policy and our special educational needs policy.

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 Disabilities (SEND) Code of Practice 0-25 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.

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.

Barlow Hall Primary 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 school's special educational needs policy and publication of equality information and objectives can be found and accessed via the school website.

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.

2024-27

Priorities are directly linked to School Improvement Plan

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
Section 1- Teaching **Priority 1:** **High quality teaching of pupils with SEND**	All pupils with SEND will make progress across all areas of learning from starting points.	-Adaptations made to curriculum to support key areas of learning- specific adaptations re: visual timetables/ now and next board/ 5 point scale/ communication plan/ one-page profile) -Need is supported through well planned, structured provision (APDR/ Learning Plans- SMART targets – EHCP outcomes) -Provision map is in place (evidence-based interventions/ differentiated and modified resources) -Advice from specialist services (e.g. EP/SALT/OT) -Specific groups/ individual programmes -Parents/ carers involved with target setting/ EHA/ review 3 x year/ Advice re: Local Offer -Use of specialist tracking software B-Squared to enable accurate assessment and evidence of progress for children who do not fit the whole school model due to their learning needs. -Use of SEND Trackers for each class to monitor the progress of children on the Sen register specifically -SEND review week with SENCo, teachers to discuss individual needs of children, SENCo to advise on strategies and next steps	SENCo	Long-term	Identified children have been referred to outside agencies (including SALT, CAMHS, Educational Psychology) APDR process is in place for children on Statutory Assessment Pathway

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Priority 2: To enrich and innovate the curriculum offer for alll children with SEND to include assistive technology and extra curriculum choices.	Pupils with SEND will access assistive technology and extra-curricular choices.	- Resources adapted to ensure information is accessible to include assistive technology. For example, Speech to text. Clicker 8.	SENCo	Long -term	Identified children have access to assistive technology and use as an adaptation to ensure full curriculum access.
Priority 3: **Focusing on professional development**	Staff will have appropriate training to understand and meet the needs of children with SEND	-SALT training on speech and language needs/first response pack and DLD. Whole school and individual sessions with TA through DLA SLA's -Training from EP -Staff booked on appropriate training course to meet whole class, group and individual need	SENCo	Short-term	SALT/Teacher surgery SEND review week (Autumn)
Section 2- Targeted academic support **Priority 4: Planning for pupils with SEND**	SEND children will be considered during the planning process and individual learning needs met in class for the majority of the time. Children with SEND will access high quality intervention and support	-Children with EHCPS have correct provision in place, teachers planning and children's timetables reflect this. –Planning considers pitch, pace, resources needed, and individual needs of children such a requiring pre-teach of vocabulary, opportunities to revisit concepts and sequential learning. -Staff are able to RAG rate children against SALT indicators and implement appropriate intervention	SENCo	Short-term	

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	where needed and make progress against their baseline measures.	from the 'First Reponses Pack' under Guidance from the SENCO. -Implementation of SLA for Speech and Language Therapy. SALT program and advice to be carried out by TA's and teachers. -Teacher/SALT surgeries to discuss intervention/support -Evidence based interventions such as Numbers count used, including base line assessment of number age. Progress and appropriateness of intervention are reviewed regularly; interventions are need driven rather than children slotting into pre-existing groups. -key children are picked up for Reading Recovery with specialist reading teacher who feeds into teacher planning. -SENCo supports with planning where appropriate			
Section 3: Wider strategies **Priority 1: Supporting pupils mental and emotional wellbeing**	Whole school approaches to positive mental health and wellbeing will be developed which meet the needs of pupils	-Communication Plans created to identify children's behaviour along the 'arousal curve' and staff responses to behaviour displayed -Mental Health Champion training promoted to staff. SENCo to complete Mental Health Champion training. -Place-to-be intervention for identified children. -children have access to calming activities and have their sensory needs met.	SENCo	Long-term	Place-to-be in place, identified children part of intervention 'time to think' Occupational therapist has completed assessment of key identified children, advice given to teachers and parents.

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
Environment and resources	Identified pupils will begin to emotionally self-regulate (access to sensory room/ OT assessment/program/resources)	-Through regular liaison with SENCo class teachers meet the sensory needs of identified children by providing the appropriate resources needed. For example, fiddle toy, sensory diet, sensory circuit, movement breaks, weighted resources. –Children are referred to Occupational therapy as appropriate -Teachers are familiar with the 'Zones of Regulation' and whole class strategies are used to encourage identification/labelling of emotions. Age appropriate self-regulation techniques are taught and facilitated for whole class and individuals. Staff all use consistent language and visual resources. -Children have a safe space/adult when needed such as the sensory room, specific 'chill out' area in class. -The classroom environment is adapted to suit the needs of the children. Eg Continuous provision for KS1, low stimulation environments. Distraction free desks etc.	SENCo	Long-term	Sensory room in place Specific resources ordered for key children by SENCO (wobble cushions, weighted vests, weighted blankets, fiddle toys, sensory toys etc)

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.