



Accessibility Plan

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Definition of special educational needs

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

The 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.

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.

Lipson Vale 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 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	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Staff training					
1. Training for staff on increasing access to the curriculum for all pupils.	SLT/ SENCo / School Nurse	Epipen training Intimate care policy and trained staff, Training from SALT, Communication Interaction Team, Educational Psychology services Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintained records of staff trained
2. Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo	Technology available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions	Specialist equipment as listed	In place and/or to be ordered as required.	Increased access to the curriculum Needs of all learners met
3. All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENCo / Staff leadin g clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child access to a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

Teaching and learning					
1. Effective use of resources to increase access to the curriculum for all pupils	SENCo / SLT	Strategic deployment of support staff Use of ICT Clear provision mapping of need across the school Dedicated and targeted support through specially trained staff member (e.g. ELSA) Access to speech and language therapists	Specific apps to support learning Outreach support	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps/programs tailored to needs of individual pupils.
2. Improve educational classroom environments to reduce visual stress	SENCo	Implement advice from Communication Interaction Team, Research and implement positive strategies to reduce visual stress in classrooms Staff training on cognitive load theory Purposeful working walls that scaffold learning in all classrooms.	Cost of resourcing	In place when required - regular visits from relevant professionals.	Classroom are positive and supportive learning environments for all pupils.
3. Develop a systematic approach to support pupils and staff with their mental health and wellbeing	DHT	Develop a clear mental health and wellbeing policy for staff and children. Provide ongoing signposting and access to specialist support (through referral) (e.g. MHST) Holistic support given through Connect2 and Early Help. Mental Health Senior Lead and Lead roles established.	Cost of training	Start of academic year 2024/25	All staff demonstrate a clear understanding for signs, symptoms and signposting to support positive mental health and wellbeing.
School estate – capital expense					
1. Maintain safe access around exterior of school.	HT/BM	Ensure that pathways are kept clear of vegetation. Identify and take action against any potential hazards arising from visual checks. Ensure external spaces are fully accessible through reasonable adaptations (e.g. ramps)	Cost of grounds maintenance	Ongoing	People with disabilities can move unhindered along exterior pathways and around the school.

2. Maintain safe access around the interior of the school	HT/BM	Awareness of flooring, furniture and layout in planning for disabled pupils, parents, staff and visitors.	Cost of any reasonable adjustments	Ongoing	People with disabilities can move safely around the school.
3. Provide a dedicated disabled parking space with clear signage.	HT/BM	Consult with local authority about the introduction of a dedicated disabled parking space close to the main site entrance.	TBC	End of 2027 academic year	A disabled parking space will be available to use for appropriate pupils and families.

This accessibility plan and the outcomes will be evaluated every 3 years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.