

Accessibility Plan



PICKNALLS FIRST SCHOOL

Approved: Autumn 2022

Due for review: Autumn 2025

Part of the Uttoxeter Learning Trust



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ACCESSIBILITY PLAN

ADOPTED: September 2022

REVIEW DATE: September 2025

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

A-have a significantly greater difficulty in learning than the majority of children of the same age; or
B-have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and are under compulsory school age and fall within the definition at (A) or (B) above.

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, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Picknalls First School has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim to ensure that our school is socially and academically inclusive; that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last 'access audit' which took place in the Summer Term 2014.

Our **Special Educational Needs Policy** outlines the provision that our school has in place to support 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 are particular to students with SEND, and 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 the full provision that our school has in place to support pupils with SEND.

1. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents and our SEND HUB may be used as an alternative learning space.

The school curriculum is regularly reviewed by Mrs Tapp (Head Teacher) together with Miss Harris (SENDCO) to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and 'learning opportunities' for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- Listening to pupils' views and taking them into account in all aspects of school life.

2. SENSORY AND PHYSICAL NEEDS

The school has the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication e.g. PECS and Makaton
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support
- newly refurbished wheelchair access to the mobile classrooms
- access to adapted toilet, found near the main reception

3. REASONABLE ADJUSTMENTS

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- Specific equipment
- Extra staff assistance
- An electronic or manual note-taking service
- Reading aids for pupils with visual impairments
- iPads
- HUB with specialised equipment and modified resources

Methods of communication:

- Makaton used where needed. Visual prompts and aids within the classroom
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- iPads with audio and visual aids
- PECS (Pictorial Exchange Communication System)
- Reading aids for pupils with visual impairments

This accessibility plan will be evaluated every three years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.
