

MOSELEY

CHURCH OF ENGLAND
PRIMARY SCHOOL



Accessibility Plan September 2021

Our Mission Statement

We address the needs of all “our” pupils as stated in our Mission Statement (2007) below.

Our successful Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

Information and background.

Moseley CE Primary is a one form entry school in Birmingham. There are 215 pupils on role. The main school building is a two storey building built in the 1970s. Access to the second floor is via a flight of stairs and access via a lift. The SEN hub incorporating the sensory room is based on the second floor. The front reception area of the main building is accessed via a sloped entrance and there is one designated disabled parking space on site.

Little Acorns 1 was built in 2011. It is a purpose built building for before and after school club provision. It is accessed through the rear playground.

Little Acorns 2 is a one storey building at the front of school that was refurbished in 2015. It is used for small group sessions and the staffroom. This building is accessible via a ramp and has an easy access toilet for people with disabilities.

There is not currently a pupil in school with significant mobility difficulties or sensory impairment. Where necessary, a review of the accessibility plan would be carried out and reasonable adjustments would be made in order to accommodate future needs.

This accessibility plan was written by T. Hussey, SENCO, in consultation with the following stakeholders:

Governing body, Headteacher, Senior Leadership team, all staff, parents and pupils.

In 2001 the SEN and Disability Act extended the Disability Discrimination Act (DDA) 1995 to include education. Since September 2002 governing bodies have three key duties towards pupils with disabilities. This forms part 4 of the DDA.

They must:

- Not treat pupils with disabilities less favourably for a reason related to their disability
- Make reasonable adjustments for pupils with disabilities so they are not at a substantial disadvantage
- Plan to increase access to education for disabled pupil.

To comply with statutory requirements, a School Accessibility Plan must be drawn up which contains three main strands:

1. Increasing access to the curriculum
2. Increasing access to the physical environment
3. Improvements in the delivery of written information

It is a requirement that the school's accessibility plan is implemented, reviewed and revised as necessary.

- **Increasing access to the curriculum for pupils with a range of needs and difficulties**

Intended Outcome	Action	Lead	Intended Impact/result	Final outcome/ Date for completion
Access to the curriculum through high quality teaching.	- Provide training to staff on the SEN Code of Practice, graduated response and the responsibility to meet the needs of pupils with an SEN, in accordance with the Teacher's Standards document.	SENCo, HT, DHT, class teachers, PSS, CAT.	- Improved access to the curriculum for pupils with a SEN taking account of individual targets and by providing quick and timely intervention, both in class and support which is 'additional to/ different from'.	Ongoing
Ensure SEND parent voice.	- Gain parent views about SEN in school via a parent questionnaire.	SENCo, parents.	- Improved communication between school and parents. - Parents and school have a 'partnership approach' to supporting their children in school.	Termly
To have robust transition procedures in place when pupils are moving classes and key stages.	- Programme of transition put in place for each child with a SEN. - Timely liaison with KS3 staff in preparation for	SENCo, class teachers, KS3 staff	- Smooth transition into new classes for pupils with a SEN to lessen incidences of anxiety and school refusal and to ensure optimum levels of learning. (ongoing)	July 2022

	transition to secondary school.			
Ensure all staff, including new staff, have an understanding of the needs of children with Autism – ongoing program.	<ul style="list-style-type: none"> - All staff to attend at least Tier 1 training- to include support staff. - Identified staff to attend Tier 2 training 	SENCO and CAT advisor	- All staff will have awareness of Autism and the learning difficulties associated, and be able to support identified children.	Annually
Planning for inclusion of SEND across the curriculum.	<ul style="list-style-type: none"> - Staff to complete SEN self-assessment questionnaire. - Develop an action plan for training each year detailing how we can adapt the curriculum for pupils with specific learning needs and provide support. - SENCo to provide INSET training. - Collaborative monitoring of teaching and learning by SENDCo. and curriculum subject leaders. 	SENCo, HT, DHT, class teachers, CAT, PSS, EP.	- Greater awareness and understanding of how to meet pupil's needs in school	<p>Annually</p> <p>Ongoing - See monitoring and evaluating schedule</p>
Create checklist of classroom expectations for SEND.	- Create a 'non-negotiable' checklist for staff to ensure inclusion for all and to set	SENCo, HT, DHT, Class teachers.	- Improved inclusive practice ensuring curriculum adaptations and differentiation	October 2021

	high expectations for pupils with a SEN.		meaning better progress for pupils with a SEN.	
Increase support through use of assistive technology	- Pupils able to access ipads/ laptops for learning and recording purposes.	SENCo, ICT Co-Ordinator, ICT technician.	- Improved access to learning through ICT programs.	December 2021
Use of 'Standards for Inclusion' (A2E) to evaluate whole school SEND provision.	- Distribute Inclusion standards to staff via dedicated INSET. - Target areas for development in accordance with the Inclusion Standards.	SENCo, HT, DHT, Class teachers.	- School leaders and staff awareness of whole school inclusion compliancy is targeted and developed.	December 2021

- **Improve physical access and ensure safety within the environment for all groups and pupils with disabilities**

Intended Outcome	Action	Lead	Intended Impact/result	Final outcome/ Date
Provide updated staff photo board.	- Office staff to update staff board with photographs of current and new staff.	Office staff.	- Visitors will know who each member of staff is to ensure better liaison and safeguarding procedures. (ongoing)	October 2021

Lockdown procedures provided for new staff.	<ul style="list-style-type: none"> - Training for all staff on procedures in the event of a localised lockdown, where there is a risk of harm to staff and pupils. 	HT	<ul style="list-style-type: none"> - Ensuring the safeguarding of all individuals in school in the event of a localised lockdown. 	<p>October 2021</p> <p>Ongoing</p>
Ensure only named people or those with clearance can enter buildings.	<ul style="list-style-type: none"> - Office staff to check DBS records. - Name badges given out at school reception. - Only persons who are DBS cleared are allowed to work with pupils. 	Office staff.	<ul style="list-style-type: none"> - Ensuring the safeguarding of all individuals in school when outside agencies/ visitors are in school. (ongoing) 	Ongoing
Update new staff members on protocol when using lift.	<ul style="list-style-type: none"> - Building Services Manager to train new staff on use of lift. 	HT, Business manager, Building services manager.	<ul style="list-style-type: none"> - Better access to first floor of building for persons/ pupils with a physical disability. 	<p>September 2021</p> <p>Ongoing</p>
Ensure the needs of SEN pupils with a social/ emotional difficulty can be met.	<ul style="list-style-type: none"> - Provide a sensory space for pupils with a SEN relating to Social/ Emotional needs. - Ensure staff are available to deal with immediate SEMH needs via provision mapping. - Staff aware of protocol where a pupil is causing physical harm to other pupils. 	HT, DHT, SENCo, Business manager, Building Services manager.	<ul style="list-style-type: none"> - Lesser incidences of anxiety. - Improved access to sensory support for pupils with a SEN relating to sensory difficulties. - Lesser risk of harm to pupils/staff. - Staff aware of procedures when a pupil needs immediate SEMH intervention. 	Ongoing

• **Improving the delivery of written information for pupils with disabilities**

Intended Outcome	Action	Lead	Intended Impact/result	Final outcome/ Date
Parents are able to access school information appropriately	- Send Parent questionnaires - 'parent voice' - out to gain views regarding SEN and inclusion from a parent perspective.	SENCo, parents.	- Parent perspective gained to help develop inclusive practice across the school. - Compliant with SEN Code of practice by involvement of parents in pupil learning.	Termly
SEN Information report available on website.	- Current and updated version of SEN Information Report made available on school website.	SENCo, ICT Co-Ordinator.	- Swift access to information regarding SEN for parents, stakeholders and outside agencies. (ongoing updates)	Ongoing
Promote partnerships through termly SEN coffee mornings.	- Hold coffee mornings termly in school for parents with children with a SEN. - Invite parents/carers of pupils with a SEN.	SENCo.	- Improved communication between school and parents regarding concerns/ issues to do with SEN. - A 'partnership approach' to inclusion across the school.	Termly
Parents are made aware of Local Authority/National updates through a termly SEND newsletter.	- Devise a format for a SEN Information bulletin to go out to parents termly.	SENCo. / Outside agencies – EP, CAT, PSS, School Health etc.	- Parents made aware of current developments with regards to SEND locally and nationally.	Termly

			<ul style="list-style-type: none"> - Parents able to access relevant updates/ training provided by the local authority or other agencies. - Parents are aware of outside agency contacts for if they require support. - Efficient signposting for a range of services. 	
Improve parent access to information.	<ul style="list-style-type: none"> - Ensure parent access through enlarged print letters and newsletters. - Translation of SEND information into key languages. 	Office staff.	<ul style="list-style-type: none"> - Parents have improved access to main forms of school communication – newsletters etc. 	Ongoing

The accessibility plan was agreed by the Governing Body:

Signature _____ **Date :** _____

Chair of governors

Signature _____ **Date :** _____

Head teacher