

Bishop Martin CE Primary School

Accessibility Policy and Plan

Adopted: September 2020 Review Date: September 2021

Bishop Martin CE Primary School understands that it is legally required to complete an Accessibility Policy and Plan, which will be reviewed and reported on annually and drawn up/updated every 3 years.

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.

Visions and Values

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 plan aims to improve access to all aspects of education within our school and is organised in a way that helps to remove any barriers to pupil learning. It also aims to widen the opportunities for including more pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The School Governors are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan outlines action to:

- Improve the **physical environment** to increase access to education and associated services by ensuring that all the school buildings and grounds are fully accessible and providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
- Increase access to the **curriculum** by providing for all students with a curriculum which is appropriate to their needs. Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the availability of accessible **information** to pupils, parents and visitors. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Monitoring Evaluation Review

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Monitoring of the efficiency and effectiveness of this plan will be through involvement from Governors and Senior Leadership Team.

For additional information on how we support children with additional needs please refer to the school SEND Policy, SEND Information Report and the Local Offer, which is also available on the school's website.

