



**Northfield Primary School with  
Communication Resource**

**Accessibility Plan**

**Date of Publication: March 2023**

**Review Period: Every two years**

## Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.  
Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.  
'Long term' means 'has lasted or is likely to last more than 12 months.'*

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ☐ Mobility
- ☐ Manual dexterity
- ☐ Physical co-ordination
- ☐ Continence
- ☐ Ability to lift, carry or otherwise move everyday objects
- ☐ Speech, hearing or eyesight
- ☐ Memory or ability to concentrate, learn or understand
- ☐ Perception of risk of physical danger.

## Our planning addresses the following areas:

- **Physical facilities** - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** - access to services within and external to the school to support families where a disability is identified
- **Awareness** - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** - how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

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| <b>Physical facilities</b> | <p><b>Process for identifying barriers:</b></p> <ul style="list-style-type: none"> <li>*Action planning following site inspections by relevant personnel (e.g. Site manager, SEN governor)</li> <li>*Feedback from users of the school via annual questionnaires to all stakeholders</li> <li>*Needs review for enrolment of pupils through discussion with the Headteacher or liaison with Inclusion Services</li> <li>*Review of One Page Pupil Profiles / Supporting me to Learn Plans / My Support Plans / EHCPs for pupils with SEND</li> </ul>  |
|                            | <p><b>Summary of provision:</b></p> <ul style="list-style-type: none"> <li>*Disabled parking bays allocated - one next to main reception and one next to KS1 entrance</li> <li>*Adapted hand rails have been fitted to both flights of stairs in school</li> <li>*There are two disabled toilets in school - one is also a hygiene room with a changing bed, hoist and height adjustable sink</li> <li>*There are three ramps for wheelchair access around school. (One into the ICT resource room, one into the Communication Resource, next to the hall and one into the Foundation Stage)</li> <li>*Specialist furniture has been purchased following OT recommendations for specific children</li> <li>*There are two platform lifts - one the stairs next to the Key Stage 1 Entrance and one on the stairs in the long KS2 corridor</li> <li>*There is a sensory chill out room in mainstream school</li> </ul> |
|                            | <p><b>Objectives for improvement 2023-2025:</b></p> <ul style="list-style-type: none"> <li>*Door threshold ramps to be provided where required</li> <li>*Emergency Evacuation Plans to be written as and when required</li> <li>*Hearing loop installed as and when required</li> <li>*Visual fire alarm system for pupil/adult toilets as and when required</li> <li>*Lifting equipment and hoists to be fitted as required</li> <li>*Cover outdoor walkways as required</li> </ul>  |
|                            | <p><b>Monitoring of plans:</b></p> <p>This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.</p>  |

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| <b>School Curriculum</b> | <p><b>Process for identifying barriers:</b></p> <ul style="list-style-type: none"> <li>*Monitoring of class teaching, learning support and impact on progress</li> <li>*Data analysis by teachers and SLT at termly pupil progress meetings</li> <li>*Review of One Page Pupil Profiles / Supporting me to Learn Plans / My Support Plans / EHCPs</li> <li>*Feedback and input from parents at consultation meetings with external agencies</li> <li>*Governor visits</li> <li>*Termly SEND parents evenings with class teachers</li> </ul>   |
|                          | <p><b>Summary of provision:</b></p> <ul style="list-style-type: none"> <li>*laptops / iPads available in classes</li> <li>*Provision of appropriate sensory processing aids for specific children following advice from occupational therapist</li> <li>*Staff have attended ASD awareness raising training provided by WISENDSS</li> <li>*Staff have received ACES and childhood trauma training provided by the EP service</li> <li>*Selected staff have been trained to deliver Fit To Learn</li> <li>*2 members of staff have been trained to deliver Emotional Literacy</li> <li>*1 Learning Mentor is ELSA trained</li> <li>*RWI and Accelerated Reader are used to support phonics and reading</li> <li>*Appropriate staff have received 'Moving and Handling' training</li> <li>*Speech and Language therapists provide resources for specific children</li> <li>*Advice and training from the Hearing / Visually Impaired services. Hearing aids are checked regularly by a technician from the Hearing Impaired service.</li> <li>*Staff are Team Teach trained as appropriate</li> </ul> |
|                          | <p><b>Objectives for improvement 2023-2025:</b></p> <ul style="list-style-type: none"> <li>*Deliver mini-input training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEND (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms).</li> <li>*Staff training to be matched to the priorities determined by current school population</li> <li>*SALT training to be provided to all staff</li> </ul>  |
|                          | <p><b>Monitoring of plans:</b></p> <p>This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.</p>  |

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|                                | <p><b>Process for identifying barriers:</b></p> <ul style="list-style-type: none"> <li>*Review One Page Pupil Profiles / Supporting me to learn Plans/ My Support Plans / EHCPs</li> <li>*Advice from external agencies</li> <li>*Requests and identified needs of pupils and parents through discussion, observation, feedback.</li> <li>*Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services</li> <li>*Governor visits</li> </ul>   |
| <p><b>Support Services</b></p> | <p><b>Summary of provision:</b></p> <ul style="list-style-type: none"> <li>*Noticeboards by Key Stage 1 and Key Stage 2 entrance displays information for parents</li> <li>*Two full time Learning Mentors work in school and one is ELSA trained</li> <li>*One Learning Mentor is our Mental Health lead and has completed Mental Health First Aid training</li> <li>*Regular staff training / updates about Provision Maps / One Page Pupil Profiles / Tracking Interventions</li> <li>*Regular meetings between Inclusion Manager and EPS to discuss children with SEND</li> <li>*Regular meetings between Inclusion Manager and WISENDSS to discuss children with SEND</li> <li>*SALT provide school with interventions for identified children</li> </ul> |
|                                | <p><b>Objectives for improvement 2023-2025:</b></p> <ul style="list-style-type: none"> <li>*Regular review of SEND register to identify new pupils</li> <li>*Develop a system for signposting relevant support/networks to parents of pupils with SEND</li> </ul>  |
|                                | <p><b>Monitoring of plans:</b></p> <p>This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.</p>   |

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|                  | <p><b>Process for identifying barriers:</b></p> <ul style="list-style-type: none"> <li>*Observations of learning, pupil comments</li> <li>*Feedback from pupils, parents, staff and visitors</li> <li>*Curriculum / provision and assessment review inline with national changes</li> <li>*Feedback from external agencies</li> <li>*Governor visits</li> </ul>  |
| <b>Awareness</b> | <p><b>Summary of provision:</b></p> <ul style="list-style-type: none"> <li>*Staff have attended training on specific areas of SEND where appropriate (e.g. ASD, speech and language, sensory processing difficulties, specific difficulties in acquiring literacy skills)</li> <li>*PHSE Jigsaw scheme in place</li> <li>*Learning Mentors have completed regular training including Emotional Literacy, ELSA and Future in Minds</li> </ul>   |
|                  | <p><b>Objectives for improvement 2023-2025:</b></p> <ul style="list-style-type: none"> <li>*Mark world awareness days by getting involved with suggested events/activities in school (e.g. 'No Pens Day' - for raising awareness of Speech and Language difficulties, ASD Awareness day etc.)</li> <li>*Training for staff on the Equality Act where appropriate</li> <li>*Inclusion Manager to update staff about national changes in SEND</li> <li>*Whole school training for ASD / SEMH linked to the AET (Autism Education Trust) provided by WISENDSS Team</li> </ul> |
|                  | <p><b>Monitoring of plans:</b></p> <p>This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.</p>   |

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| <b>Communication</b> | <p><b>Process for identifying barriers:</b></p> <ul style="list-style-type: none"> <li>*Feedback from pupils and parents</li> <li>*Feedback from external agencies</li> <li>*Review of One Page Profiles / Supporting me to Learn Plans / My Support Plans / EHCPs</li> <li>*Impact of communication streams in ensuring pupil and parent understanding and participation</li> </ul>   |
|                      | <p><b>Summary of provision:</b></p> <ul style="list-style-type: none"> <li>*Developed One Page Pupil Profiles and Supporting me to Learn Plans for SEND / vulnerable pupils - these give key information on strengths and difficulties for those pupils</li> <li>*Pro-active parent contact by Inclusion Manager and Learning Mentor to ensure parents of pupils with SEND are listened to and have opportunity to raise concerns or share successes</li> <li>*Termly review of specific vulnerable pupils</li> <li>*Regular meetings between school and EP / WISENDSS</li> <li>*Local offer and SEND Policy are on the school website to raise awareness of the availability of alternative forms of communication.</li> <li>*Sensory tents in two locations and a sensory chill out room</li> <li>*One Learning Mentor has completed ELSA training course</li> <li>*One Learning Mentor has completed CAMHS training course - Future in Minds</li> </ul> |
|                      | <p><b>Objectives for improvement 2023-2025:</b></p> <ul style="list-style-type: none"> <li>*Share content of provision maps at parent consultation evenings</li> <li>*Termly update on SEND pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEND</li> </ul>  |
|                      | <p><b>Monitoring of plans:</b></p> <p>This plan will be monitored by the governing body, the SEND / Inclusion Team and other relevant staff.</p>   |

Presented by: Katie Grimshaw (Inclusion Manager)

Agreed by: (Headteacher)

Chair of Governors:

Date:

Date:

Date: