

How is West Meadows Primary School accessible to children with SEND?

The Disability Discrimination Act places a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans which is reviewed and updated every 3 years.

The School's Accessibility Plan is detailed below:

West Meadows Primary School Accessibility Plan 2017-2020

Purpose of the Plan

The purpose of this plan is to show how West Meadows Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Key Definitions

Disability is defined by the Equality Act 2010 as a "physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities." The Children and Families Act 2014 defines **disability** as "a child or young person has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The phrase **Special Educational Needs** is defined in section 20 of the Children and Families Act 2014.

Section 20 states that:

"(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made)."

Legal Background

The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Accessibility Plans should illustrate how the school is planning strategically to increase access over time. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Schools will need to provide adequate resources for implementing plans and must review them regularly.

West Meadows Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and take reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which would put them at a disadvantage. Our aim is allows all pupils-regardless of disability or special education need- to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning how access to education for all disabled pupils can be increased. As part of the school's continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility.

The Current Range of Disabilities within West Meadows Primary School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Cerebral Palsy and different medical conditions such epilepsy and bowel illnesses. When pupils enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Medical Needs

All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point by the hall. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

West Meadows Primary School Accessibility Plan 2017-20

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility Plan becomes an annual item at the governors meeting	Clerk to governors to add to list for meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
Physical environment				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access as /if needed.	On-going.	
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed. Continue Personal profile reviews and provision tracker reviews	Staff are able to enable all children to access the curriculum.	On-going.	

To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
Written/Other information				
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	