

Adopted by governing body	January 20
Last amended	January 23
For review	January 24

Chirton CE Primary School

Accessibility Development Plan



'Where your treasure is, there will your heart be also'
Matthew 6:21

Purpose

The purpose of the Accessibility Plan is to:

- Plan for the School to improve inclusion for pupils with disabilities or SEND
- Improve the extent to which pupils with disabilities can participate fully in the school curriculum;
- Address adverse learning needs of pupils with respect to the learning environment and educational services.

Key Elements for Inclusion in education:

- Increasing the participation of students in, and reducing the exclusion from, the cultures, curricula and communities of local schools
- Restructuring cultures, policies and practices in schools so that they respond to the diversity of students in their locality
- The learning and participation of all students vulnerable to exclusionary pressures, not only those with impairments or categorised as having special needs
- Improving schools for staff as well as for students
- The right of all students to an education in their locality
- Diversity should not be viewed as a problem but as a rich resource to support the learning of all
- Fostering sustaining relationships between schools and communities*

Removing barriers to learning and participation?

- Knowing who experiences barriers to learning and participation in school
- Knowing what the barriers are
- Finding ways of removing or minimising barriers

- Knowing about available resources to support learning and participation
- Knowing how to mobilise additional resources to support learning and participation

Key issue: • To increase accessibility to the curriculum for pupils with ASD, ADHD • Inclusion to all social areas within school
Person/group responsible • Governing Body and Headteacher Specific actions • To ensure that pupils are able to access the curriculum; • To ensure emotional/social support where necessary.
Action Needed and Timescale: • Identification of the pupils who are having difficulties both socially and emotionally • Adequate materials to support the needs of pupils
Support • Educational Psychologist
Resources and Cost: • Additional privacy boards and ear defenders; • Materials for emotional support • ELSA to run 6 weekly blocks every Friday pm
Monitoring
By whom? How and when action to be monitored? • Whole Governing Body via Head's report – annually. • Feedback and observation of class teacher • SENCO
How and when targets monitored and evaluated? • Educational issues monitored termly by SENCO and SEND Governor • Monthly class teacher and SENCO • Where necessary, questionnaires completed by the pupils to self-monitor need and outcomes (Alternate years)

Definition of the Terms

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes resulting difficulties and an impairment resulting or consisting of mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term, as defined above.

