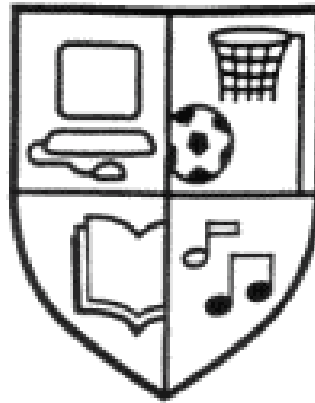


# Manland Primary School

## Accessibility Plan



<b>Last Review by School</b>	Oct 2021
<b>Next Review by School</b>	Oct 2024

<b>Last Review by HfL</b>	
<b>Next Review by HfL</b>	

Review of accessibility plan

Target	Review	Status	Does this action need to be continued in the plan? Say Yes, No or Ongoing aspect of plan
<p><b>Securing Access to Learning</b>  <b>AIM 1:</b> Increase the extent to which pupils with disabilities can participate in the curriculum</p>			
<p>1a Identify pupils who need support with accessibility to learning</p>	<p>In order to identify and assess pupils with a SEN as soon as possible, a variety of strategies are applied:</p> <ul style="list-style-type: none"> <li>• The analysis of data including entry profiles, Foundation Stage Profile scores, termly whole-school progress data</li> <li>• Nursery visits to observe new joiners</li> <li>• Formative teacher assessments within the class</li> <li>• Following up pupil concerns</li> <li>• Following up parental/carers concerns</li> <li>• Meetings between class teachers and members of the SLT to scrutinise the progress of pupils</li> <li>• Regular meetings between the class teacher, parents/carers and the pupil</li> <li>• Consultations between the class teacher and the Inclusion Leader</li> <li>• Information and advice from external agencies</li> <li>• The use of specific diagnostic aids.</li> <li>• The use and monitoring of a register for pupils with a SEN</li> <li>• Annual review meetings for all children with Education, Health &amp; Care plans (formerly Statements), an annual review meeting has to be held along with these reviews</li> </ul> <p>Where a class teacher suspects there may be a special educational need they will complete a cause for concern form and seek advice</p>	<p>Fully on track</p>	<p>Ongoing aspect of plan</p>

	from the Inclusion Leader as a first step towards further supporting the child's needs.		
1b Identify funding streams for actions in 1a	Applications for funding highly successful. Budget adapted accordingly.	Fully on track	Ongoing aspect of plan
1c CPD in place to meet children's needs	Range of CPD identified and undertaken including in-house and via external providers e.g. LINKS Behavioural team, Communications and Autism Team, Child Adolescent and Mental Health Team (CAMHS), Specific Learning Difficulties Base (SPLD). Staff have adapted their practice in response to this and shared skills and knowledge amongst the team.	Fully on track	Ongoing aspect of plan
1d Out of classroom activities are accessible to all children	All groups of children are taken on trips. Risk assessments for all children are carried out for trips. Where necessary individualised risk assessments for children with additional needs are conducted. The outside environment is accessible to all children at Manland and for some children with SEND greater access to the outdoors is a key part of their provision.	Fully on track	Ongoing aspect of plan
1e Classrooms are organised to reflect the needs of children	Staff continually review and adapt classroom practices making reasonable adjustments on a regular basis. For some children this has required adapted furniture, particular positioning in class, use of soundfield system and such like. Where appropriate, pupils have workstations to help support their needs.	Fully on track	Ongoing aspect of plan
1f staff are aware of children's needs	Significant strength of the school. Staff willing to share knowledge and expertise.	Fully on track	Ongoing aspect of plan
1g Make specialist equipment available as appropriate	OT and SALT recommendations followed and has included sensory toys, physical toys and furniture.	Fully on track	Ongoing aspect of plan
<b>Developing Physical Access</b>			
<b>AIM 2:</b> Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided			
2a As physical improvements are made to the school access needs of pupils to be considered	Access ramps put in place, where required. Stair lift in place for two staircases in Hall corridor.	Fully on track	Ongoing aspect of plan
2b Needs of new cohorts and in year admission pupils to be	No adaptations needed as provisions previously made ensured physical access to school for all of cohort was appropriate	Fully on track	Ongoing aspect of plan

reviewed and responded to prior to arrival			
<b>Availability of Accessible Information</b>			
<b>AIM 3:</b> Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.			
3a Information is shared with children in a manner appropriate to meet their needs	Ongoing feature of work of school.	Fully on track	Ongoing aspect of plan
<b>Resourcing</b>			
<b>AIM 4:</b> Have regard to the need to provide adequate resources for implementing plans			
4a HT and where appropriate GB are informed of costings of any provision in relation to accessibility plan	InCo meets regularly with HT and GB. Any funding needs identified are given due consideration in line with Schedule for Financial Delegation	Fully on track	Ongoing aspect of plan
4b Funding streams are accessed to support provision	In place especially in terms of HNF funding. This is a very important aspect of the school's work in gaining additional funding for specific pupils with a significant SEND.	Currently on track but concerns moving forward with regards to obtaining funding	Ongoing aspect of plan
<b>Reasonable Adjustments</b>			
<b>AIM 5:</b> Consider whether any reasonable adjustment can be made to overcome that a substantial disadvantage that a pupil faces			
5a In conjunction with LA and parents/carers school will explore the reasonable adjustments needed for a child and whether these enable the child to access mainstream education at this school	The school is highly effective in making reasonable adjustments to meet the needs of children with SEND. It also recognises when a child's needs cannot be effectively met in the school and makes appropriate representation to the necessary bodies in the LA. The school works extremely well with external agencies to the benefit of children with SEND. Access arrangements are carefully considered for any child with a SEND during the KS1 and KS2 SATs.	Fully on track	Ongoing aspect of plan
5b Reasonable adjustments for children with disabilities and SEN will be reviewed regularly	InCo meets with staff on a regular basis and as well as in response to a child's changing needs. Reasonable adjustments are reviewed on an ongoing basis to ensure they are effective in supporting the child with his /her learning	Fully on track	Ongoing aspect of plan
<b>Summary</b>			
This plan has been effective in supporting accessibility for all children at the school during the last 3 years. Accessibility arrangements continued to monitored closely by the Headteacher and Inclusion Leader.			