



Coldfall Primary School Accessibility Plan 2022-2023

Approved by:

Draft plan: Awaiting ratification by the Governing Body.

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Last reviewed on:

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16/9/25

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Coldfall we believe that equality cannot exist without considering equity. Considering a child's individual needs and catering for them accordingly is paramount to achieving this, rather than providing the same offer to all. This may result in the school making reasonable adjustments to accommodate a child's disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. This includes the Language and Autism Team, Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Hearing impairment Team and any other body involved in the care of a child with a disability.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Areas of Development	Specific targets	Success criteria	Person responsible	Completion dates
Provision Mapping	<ul style="list-style-type: none"> Pupil Passports for all pupils on SEND register. SEND Support Plans – if applicable. Ensure everyone is knowledgeable about pupils on the SEND register. Ensure staff are knowledgeable about SEND Support Plan targets and strategies to best support. 	<p>All pupils on SEND register have Pupil Passports.</p> <p>SEND register updated.</p> <p>SEND Support Plan (targets and strategies) created if applicable and shared with parents/carers.</p> <p>Office staff to support with transferring this to Integris.</p>	<p>Classteachers and TAs</p> <p>Jenna Buckley Moran</p> <p>Emily Gazzard</p>	Throughout the school year
Identification and Assessment <i>Assess, Plan</i>	<ul style="list-style-type: none"> Teacher Concern Forms used to identify needs and seek support. Continue to identify and implement assessments for other areas of need. Identify and implement the use of speech and language assessments to ensure needs are promptly identified and addressed in class. Plan to support identified speech and language needs. Working with classteachers and parents/carers, ensure referrals are made to external professionals where appropriate. 	<p>Pupils' barriers to learning are identified.</p> <p>SEND Support Plan (targets and strategies) created if applicable and shared with parents/carers.</p> <p>High Quality Teaching.</p> <p>Professional expertise supports staff.</p> <p>Staff training.</p> <p>Teacher Concern Form used consistently.</p>	<p>Jenna Buckley Moran</p> <p>Emily Gazzard</p>	Throughout the school year
Interventions	<ul style="list-style-type: none"> Focus on EYFS interventions. Social, Communication and Interaction interventions. Speech and Language Interventions. <p>Consolidated and refine interventions:</p> <ul style="list-style-type: none"> Continue to check that all interventions have pre and post data to enable intervention leaders, classteachers and the SENCo to monitor the efficacy of interventions. Continue to ensure all interventions have clear aims 	<p>Intervention programme is time limited and effective.</p> <p>Pre/post data show that pupils make good progress in interventions.</p> <p>Intervention leaders liaise with classteachers to ensure new skills are consolidated in class</p> <p>Intervention learning walk.</p>	<p>Jenna Buckley Moran</p> <p>YTLs</p> <p>Emily Gazzard</p>	<p>Intervention programmes to run each term</p> <p>Interventions are monitored – half termly learning walks</p>

	<p>and objectives and that this is shared with and understood by all staff.</p> <ul style="list-style-type: none"> Continue to monitor and evaluate the impact of interventions on a regular basis, making adaptations or changes as required so that they continue to meet the needs of the pupils with SEND in the school at any given time. 			
Vision and Ethos	<ul style="list-style-type: none"> SEND is integrated across the school – reflected in all curriculum subjects, wider provision... Class teachers are responsible for the progress of their pupils on the SEND register. 	<p>Leaders place a high priority on addressing and supporting the needs of pupils with SEND.</p> <p>Leaders embed key priorities for improving SEND provision into the school for all staff.</p> <p>Leaders ensure staff understand and have ownership of the newly identified key priorities for improving SEND provision.</p> <p>Class teachers confidence and responsibility develops – training, support etc.</p>	<p>Jenna Buckley Moran</p> <p>Emily Gazzard</p>	Throughout the school year
Stakeholder communication	<ul style="list-style-type: none"> Ensure SEND Support Plan (targets and strategies) created if applicable and shared with parents/carers or parents/carers are clear about how to best support their child/children's needs. Ensure parents/carers are clear about the SEND provision and system at Coldfall. Parents/carers can access support from the SENCO when needed. School website updated with information and parents and carers are well informed about SEND events/opportunities (via email). Termly tea/coffee mornings for parents of pupils with SEND. Ensure the governing body is clear about SEND provision and have opportunities to challenge the leadership team about this provision – SEND Governor and SENCO to share this. SENCO to present Action Plan to governors at 	<p>SEND section of the website.</p> <p>Parent/questionnaire repeated (summer 2022) shows extremely positive impacts and development of the SEND provision and team at Coldfall.</p> <p>Positive feedback from governors and staff.</p> <p>Group call – set up to communicate with parents/carers with pupils on the SEND Register.</p> <p>Parents/carers are able to contact the SENCO and teachers for support.</p> <p>Pupil survey for those on the</p>	<p>Jenna Buckley Moran</p> <p>Emily Gazzard</p> <p>SEND governor</p>	Termly

	<p>Teaching and Learning Committee.</p> <ul style="list-style-type: none"> • Close communication with SEND Governor. • Pupil voice is heard. 	SEND Register.		
SEND Support Meetings	<ul style="list-style-type: none"> • Happen termly with the SENCo, classteacher and parents/carers for those with pupils on the SEND Register – instead of parents evening. 	Classteachers are prepared and knowledgeable about the pupil(s).	<p>Jenna Buckley Moran</p> <p>Emily Gazzard</p> <p>Classteachers</p>	Termly
Staff subject knowledge	<ul style="list-style-type: none"> • To enhance and develop pedagogical skills and knowledge of all teachers. High Quality Teaching implemented (2021-22) – continue to review and support teachers with this. • Ensure planning is differentiated. 	<p>Staff questionnaire repeated (summer 2022) shows increase in staff confidence and feelings of being supported by SENCO.</p> <p>Planning shows High Quality. Teaching that is differentiated to meet various SEND.</p> <p>High Quality Teaching in classrooms for all lessons.</p> <p>Staff training.</p> <p>Resources/up to date knowledge shared with staff e.g. - NASENS's subject specific guidance.</p> <p>Haringey SEND Guidance document.</p>	<p>Jenna Buckley Moran</p> <p>Emily Gazzard</p>	Monitored termly
Attainment and progress	<ul style="list-style-type: none"> • Scaffolds and adaptations to enable pupils with SEND to access the curriculum and make good or accelerated progress. • SEND pupils to know more, do more and remember 	NASENS's subject specific guidance.	Jenna Buckley Moran	

	<p>more.</p> <ul style="list-style-type: none"> • Greater independence and pupils quicker to start work resulting in great quantity being produced. • Fewer behaviour issues • Outcomes for pupils with SEND are ambitious 	<p>Haringey SEND Guidance document.</p> <p>Pupil's work and outcomes reflect High Quality Teaching in all subjects. Pupils know and remember more from their learning.</p> <p>Pupils are happy at school and engaged in their learning.</p> <p>All pupils are able to access an age-appropriate curriculum with adaptations.</p> <p>Lesson observations.</p> <p>Book scrutiny.</p> <p>Target Tracker.</p> <p>Senior Management to monitor through Pupil Progress Review Meetings.</p>	<p>Emily Gazzard</p> <p>Classteachers</p>	
Funding	<ul style="list-style-type: none"> • Apply for EHCPs where appropriate. • Appropriate spending on resources for pupils with a SEND. 	<p>Level of EHCPs broadly in line with national averages (3%).</p> <p>Contingency funding levels in line with other similar schools.</p> <p>Funding matches EHCP pupils.</p>	<p>Jenna Buckley Moran</p> <p>Emily Gazzard</p> <p>Laggi Efthymiou</p>	Throughout the school year

Deployment of staff	<ul style="list-style-type: none">• Ensure staff deployment is based on the needs of pupils.	All pupils with EHCPs are having their needs met according to their EHCPs.	Jenna Buckley Moran Emily Gazzard Ewan Marshall Laggi Efthymiou	September
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs and Disability (SEND) Policy
- Special Educational Needs and Disability (SEND) Information Report
- Visions and Aims
- Health and Safety Policy
- Equality Statement
- Behaviour Policy
- Medical Need Policy