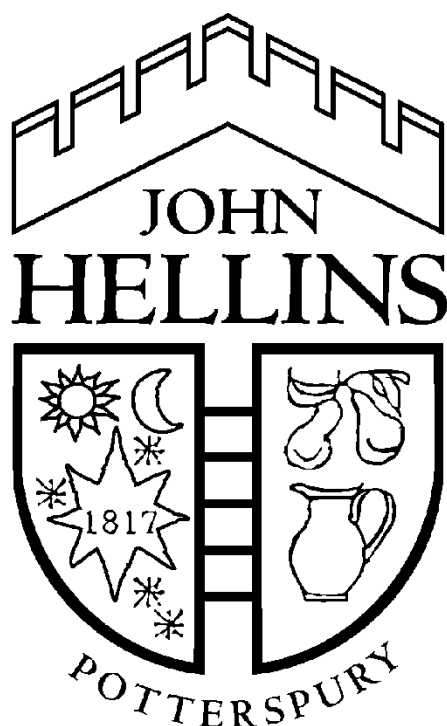


John Hellins Primary School



Accessibility Policy

Policy Written:	Oct 2021
Approved by Staff	April 2023
Approved by Governors	April 2023
Review Date	April 2024

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

John Hellins Primary School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

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.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training(inc accessibility of information) Continue to ensure staff are well trained						
1.	Update of SEN provision for all staff	All staff are trained on SEN	Training for teaching staff on one page profile provisions	Teaching staff meet with specific parents to discuss additional interventions. Children are well supported to access the curriculum.	SENCO monitoring of one page profiles.	Review by SEN and provision of specific training as required.

2.	On an ongoing basis staff to be trained on children with specific medical needs.	All children given equal opportunities.				
Teaching and learning (inc access to curriculum)						
1.	Ensure targets on learning plans are SMART	Children, parents and careers informed of provision and targets.	Review of provision map termly.	Maintained plan and up to date with new additions as required. Children are well supported and able to access the curriculum.	Reporting to Headteacher and Gobs the progress of pupils with SEN.	All SEN children make expected progress against their targets.
School estate – considerations						
Improve and maintain access to the physical environment						
1.	Install ramps from the external door in EYFS classroom to outside area.					
2.	Automated doors around school.					