



POLICY TITLE: **ACCESSIBILITY PLAN**

STATUS: Statutory

REVIEWED BY: Local governing body/Principal

DATE OF APPROVAL: March 17

FREQUENCY OF REVIEW: Three years

DATE OF REVIEW: March 2020

AUTHOR: Principal

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 an 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.

Etonbury Academy 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.

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. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Action	Outcome
Technology		
1.	Expand provision of Laptops and Chromebooks	Fully resourced for current need levels
2.	Investment in electronic pens and Dragon Speech	Completed and impact being monitored
Accessibility		
1.	Lift access to New teaching Block	Completed, and in full use
2.	Moving of lessons to accessible rooms	Regularly monitored and in action
Dedicated Facilities		
1.	Establishment of new SEN dedicated support room	Completed with temporary facility for 2016-2018 academic years
2.	Specialist SEN teaching equipment	In progress
Staffing and CPD		
1.	Induction and training of new maternity SENCO	In progress from Easter 2017
2.	Qualification for main SENCO	TBC
Future Developments		
1.	Creation of new extended SEN teaching and support facility	Completion due by March 2018
2.	Refurbishment of Yr5 teaching block to include SEN resources	Completion due September 2017

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.