

ACCESSIBILITY POLICY

Review Body:	SEND
Leadership Group Responsibility:	Assistant Headteacher/Pastoral
Type of Policy:	Statutory
Reviewed:	November 2020

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 – 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 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.

Rainham Mark Education Trust has adopted this accessibility plan in line with the **trust's special educational needs policy** with the aim of ensuring that our trust 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 trust's provision for supporting pupils with special educational needs and disabilities (SEND), and the trust's **publication of the Single Equality Plan** explains the trust ensures equal opportunities for all our students with SEND. This accessibility plan provides an outline of how the trust will manage this part of the SEND.

School Context

Rainham Mark Grammar School has a total of 1487 students (810 male and 677 female - November 2020), 57 students are SEND.

Twydall Primary School has a total of pupils 394 and 95 pupils are SEND.

Riverside Primary School and Nursery has a total of 328 pupils (173 male and 155 female), 88 pupils are SEND, including 14 EHCPs.

The trust strongly supports inclusion and demonstrates good practice with respect to meeting the needs of disabled people. Transition plans ensure that all new pupils to the school with any disability or learning difficulty are identified before they arrive at the school and any necessary access arrangements are put in place before they join. Some examples of good practice are as follows:

- Specially designed toilets to meet the needs of students with SEND.
- Room allocations and timetables are designed to allow access to the curriculum for those students unable to access the upper floors.
- Staff training from specialists in order to deal with the particular needs of pupils with disabilities and learning difficulties.
- Close working relationships are developed at an early stage with the pupils, their parents and any relevant specialists.
- Learning support assistants provide support where this is required.
- Pupils with specific difficulties are provided with resources which enable them to access the curriculum.

Access to the Curriculum

In order that pupils with a disability or learning difficulty can access the curriculum, the trust will strive to:

- continue to provide a broad and balanced curriculum for all pupils;
- continue to develop approaches to the differentiation of the curriculum to enable equal access for pupils with disabilities;
- identify all pupils and known prospective pupils who face barriers to learning and full participation;
- consider pupils' and prospective pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate;
- develop curriculum audits which review patterns of achievement and participation by disabled pupils in different areas of the curriculum;
- audit the approaches used when planning and delivering the curriculum;
- audit staff training needs in relation to increasing participation in the curriculum;
- continue developing resource banks detailing ideas and approaches which support increased participation in the curriculum;
- audit pupil and prospective pupil needs in relation to the wider provision of school, including after school clubs, leisure, sporting and cultural activities and school trips;
- seek to develop and share good practice in this area and access the opportunities provided by the LEA and other schools to facilitate this process.

Access to the Physical Environment

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school will strive to:

- ensure an access audit has been completed and incorporate the outcome into School Improvement Plan;

- seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the School Improvement Plan;
- continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so;
- consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost-effective way.

Access to the Delivery of Information

In order that pupils and other people within the school with a disability or learning difficulty can access information, the school will strive to:

- raise awareness amongst staff about the requirements to provide information in alternative formats if required;
- maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff;
- collect and share examples of good practice amongst staff;
- review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility;
- seek specialist advice and support in those cases which lie beyond the school's immediate expertise;
- maximise the use of ICT equipment in the delivery of information.

Monitoring and Review

Monitoring of the progress of this plan will be undertaken through regular meetings. The plan will be regularly reviewed and revised, at least on an annual basis. Oversight of the monitoring will be undertaken by the Governing body and the Senior Management Team.

Evaluation of the plan will be carried out in two ways:

- By conducting a formal audit of progress towards targets identified
- Through the collection of wider information relating to accessibility from pupils, parents, LEA, teachers and other relevant parties.

Riverside Primary School & Nursery – Audit documents
 Twydall Primary School – Audit documents
 RMGS to follow after consultation from the Local Authority