



Horsley & Mapperley Federation CE Primary Schools ACCESSIBILITY PLAN 2024-2027

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education, the Children and Families Act 2014 strengthened and clarified this further. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act 1995 –

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make adjustments for disabled pupils, so that they are not at a disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995:-

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

The school has identified its priorities through:-

- Data collection
- Information from feeder schools
- Individual Education Plans
- KS1 SATs results
- SEN Register
- Pupil questionnaires
- KS2 SATs results
- Parental questionnaires
- Parental consultations
- Teacher Assessments
- Teaching Assistant support
- Outside agency reports/meetings

IMPROVING PARTICIPATION IN THE CURRICULUM					
TARGET	Strategies	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
To ensure appropriate liaison with outside agencies	Outside agencies e.g. Health, SSEN, CAMHS, Autism Outreach, Behaviour Support are used to support pupils access to the curriculum.	SENCO Teachers Teaching assistants	Ongoing	Staff have time to liaise effectively.	Pupils receive appropriate support and receive improved access to the curriculum.
For effective pupil groupings to improve access to curriculum for all.	Pupils are taught in mixed ability groups.	SENCO / SLT to produce TA time table.	Ongoing	General hours for TAs to supplement SEND (LA funded) hours – school budget. Inclusion Funding used as appropriate	Pupils receive an appropriate level of support to enable them to access the curriculum.

For intervention groups to support children having difficulties accessing the curriculum.	Teaching Assistants are to work with groups of identified children in afternoons.	SENCO / and HT	From September 2024	General hours for TAs to supplement SEN (LA funded) hours – school budget.	Pupils receive additional support, to enable them to access the remainder of the curriculum more effectively.
For Laptops/tablets to be used in the classroom	Computing is taught in classrooms, by class teachers	HT	Ongoing	Laptops need to be replaced if they come beyond repair ICT technician to ensure that laptops work effectively and efficiently	All children are easily able to access computers and Computing teaching.
To review the thematic curriculum (4 year rolling cycle)	Thematic curriculum is to be accessed by all children.	Headteacher and SLT	Autumn Term 2024	Staff meeting time (x4 meetings)	All children have access to the thematic curriculum.
To ensure PE curriculum is accessible and inclusive	Outside providers (ESSP and PT) provide training SEND PE	HT	Ongoing	PE equipment will need to be purchased.	Children will access the required amount of PE time each week in a safe suitable environment.



IMPROVING THE PHYSICAL ENVIRONMENT					
TARGET	ACTION	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
To remove leaves and snow when appropriate	Leaves and snow are swiftly removed from playgrounds to minimise hazards for staff and pupils.	CC	When appropriate	Possible purchase of additional equipment if required.	Staff and pupils are able to move safely around the school.
To improve playground space, with accessible activities for all children	Playgrounds to be further developed with zones of use for range of activities	HT		Seek funding opportunities from external sources	Playground Zones used effectively



IMPROVING THE DELIVERY OF WRITTEN INFORMATION					
TARGET	ACTION	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
For children to have messages displayed in a picture or written format as appropriate	Use of a displayed pictorial timetable for children with Autistic Spectrum Disorder.	SEN teaching assistant	Ongoing	Materials to create timetable. Preparation time for staff.	Autistic children are able to access learning more readily.
Regular use of laptop/tablet within a class setting.	Pupils who may benefit from word processing work are provided with appropriate hardware and software.	SEN teaching assistants. SENCO Teachers	As required	Training for staff and pupils in use of suitable software.	Disabled pupils are better able to produce quality work within a classroom setting.
For the signs around school to be clear and appropriate	An audit to be made of signage in school to assess its user friendliness for people with disabilities.	HT	Audit annually	Leadership group / governors sub-committee to audit provision and make recommendations.	School management are aware of any deficiencies in school signage for people with disabilities.
Delivery of information	Providing information in simple language, symbols, large print, audio tape, Braille etc for pupils who have difficulty with standard printed information.	SENCO Support services SEN Teaching assistants	As required	Braille, audio tapes, software resources as required.	Pupils with disabilities have improved access to information and the curriculum.
For the school website to improve access to information for all parents	The headteacher, ICT coordinator and SEN to ensure that the website provides clear information that can accessed by as many pupils as possible.	HT	Web site to be ongoing.	CPD time for all staff.	All stake holders have access to the web site.