

# Kirby Muxloe Primary School



## **Accessibility Plan**

(To be read in conjunction with the SEND policy)

Status: Statutory

Date adopted by governing body: March 2023

Date for review: March 2026

## Definition of special educational needs

In this policy, '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.

## 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.

Kirby Muxloe Primary School has adopted this accessibility plan in line with the school's **special educational needs (SEND) 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. This plan is created in response to the recommendations made in our school's last access audit which took place on 10th September 2019.

Our **SEND 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 **SEND 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.

| Short term   | Outcome   | Medium term  | Outcome  | Long term  | Outcome  |
|--|---|--|--|--|--|
| <b>Staff training</b>  |   |  |  |  |  |
| Team Teach Training<br>Vision support training<br>Hearing support training           | Key staff trained in restraint & handling techniques<br>Teachers and support staff understand needs of individual children and can advocate for them                | Full audit of pupil need and staff training<br>Ensure any new staff are trained  | A clear understanding of strategic training priorities   | Develop a rolling training plan to ensure coverage of specialist SEN areas   | A range of staff have specialisms that enable more rapid responses   |
| <b>Teaching and learning</b>   |   |  |  |  |  |
| Clarification with staff about expectations of day to day experience of SEND pupils  | SEND pupils provision is further improved and excellence in inclusion fully established   | Full audit of pupil need and staff training  | An on-going training programme planned to ensure key skills continually updated                  | Staff working with individuals understand need and wider team have an understanding of differing elements which impact | All staff have a wider knowledge of specific need and how this is addressed through the National and local landscape |
| <b>School estate – Capital expense</b>   |   |  |  |  |  |
| Children with additional needs are able to access all learning and rest areas safely | Additional breakout areas available and safety continuously reviewed<br>Playground and play equipment have high contrast edging as guided by LA visual support team | Access to new areas identified<br>Year - year dependant upon which sections of the school are used by identified child/ren | Audit of need and potential impact on any new building work and/or development of external areas | Identification of specific site limitations  | Precautionary plan in place  |

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