



Meole Brace School

Achievement • Respect • Community

SCHOOL ACCESSIBILITY PLAN

Member of staff responsible:	Mr A Doust, Head teacher
Designated member of staff:	Mr A Plastow (SENCO)
Governor Committee:	Curriculum
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Approved by Governing Body:	
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Meole Brace School Accessibility Plan

Definition of Special Educational Needs

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

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above 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, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Meole Brace 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 students have access to a full curriculum, and that they are appropriately challenged.

Our SEND information report (local offer) and special educational needs policy outline the provision that our school has in place to support students with special educational needs and disabilities (SEND), and the equality policy explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our local offer and special educational needs policy for an outline of the full provision that our school has in place to support students with SEN.

1. Access to the Curriculum, Information and Associated Services

All students with SEND have full access to the curriculum. This is supported by the school's specialist SEND provision and is in line with the needs of the individual and the wishes of their parents.

Every effort is made to ensure that students with SEND are educated alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the student's parents and ensure that other flexible arrangements are made.

The school curriculum is regularly reviewed by the Senior Leadership Team (SLT) in conjunction with the Governors' Curriculum Committee. The SENCO, as a member of the Curriculum Committee, ensures that the curriculum is accessible to students of all abilities, and supports the learning and progress of all students as individuals. The school is committed to developing and increasing curriculum and extra-curriculum opportunities to become more inclusive to meet the needs of all students. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of all students, including sharing progress reports, medical reports and teacher feedback.
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all students including those with SEND.
- enhanced training opportunities for teaching assistants to ensure that they meet the needs of all students.
- making appropriate use of all facilities and space.
- using in-class teaching assistant support effectively to ensure that the curriculum is differentiated where necessary.
- making sure that individual or group interventions are available where it is felt that students would benefit from this provision.
- ensuring that the needs of students with temporary disabilities are understood and managed effectively.
- the provision of additional group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. (Parents will be made aware of any circumstances in which changes have been made.)
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- liaising with partner primary school to identify students' needs in advance of their admission to secondary school.

- listening to students' views and taking them into account in all aspects of school life.

2 Sensory and Physical Needs

The school liaises closely with the Sensory Inclusion Service to ensure that provision and funding is in place to provide bespoke support for students with sensory impairments. The following adaptations can be applied to meet the sensory and physical needs of individual students as appropriate:

- providing large print material, of a suitable size, for all visually impaired students;
- where appropriate, other methods of providing written material will be sourced;
- the seating position within the classroom of students with impaired vision or hearing will be appropriate to their needs and take into account lighting and acoustic needs;
- adaptations to the physical environment of the school will be accessed as appropriate;
- adaptations to school policies and procedures will be made to enable access;
- access to alternative or augmented forms of communication systems will be sourced as required;
- access to low vision aids will be sourced as required;
- access to specialist equipment or furniture will be sourced as required;
- other appropriate provision will be researched if necessary to support the needs of individual students;
- regular and frequent access to specialist support provided by the Sensory Inclusion Service or other external agencies.

3. Reasonable Adjustments

The school will also make reasonable adjustments for individual students who need extra provision, in addition to that which is already in place. This is to ensure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The Building and Grounds:

- wheelchair access throughout the ground floor of the school, allowing access to all curriculum areas;
- audio fire alarms throughout the school, with visual alarms in 'high noise' rooms and areas;
- assistance with guiding visually/hearing impaired students in the event of an evacuation of the school buildings.

Teaching and Learning:

- Conduct a testing programme to identify all students eligible for examination concessions;

- Ensure that all students eligible for examination concessions are provided with the appropriate level of support;
- Research and provide bespoke resources and equipment to support the learning of individual students;
- Timetable appropriate teaching assistant support to meet the needs of specific students;
- Provide readers and scribes for students with visual impairments, as appropriate to their individual needs.

Methods of Communication

- Personal audio systems, laptop computers and visualizers to support identified students;
- Readers for students with visual impairments.

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