



AURIOL JUNIOR SCHOOL

ACCESSIBILITY PLAN

Adopted: January 2019

Reviewed date: February 2021

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, 2014) 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.

Auriol Junior School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim to ensure 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 provision that our school has in place to support 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 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 **special educational needs policy** for an outline of the full provision that our school has in place to support pupils with SEND.

1. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the subject leaders together with the SENDCo and Inclusion Manager to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals.

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 pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge 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 pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group teaching is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems including sound field systems in each room and personal radio aids for hearing impaired pupils.
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.
- Wheelchair access for the ground floor, including disabled toilets.

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure 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:

- audio-visual fire alarms
- assistance with guiding
- yellow and black tape on steps

Teaching and learning:

- a piece of equipment
- radio aids for hearing impaired pupils
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- radio aid systems or broadcast system
- video calls
- readers for pupils 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.

Signed by

<u> D Sims </u>	SEN Governor	Date: 4.2.21
<u> R Williams </u>	Head of School	Date: 4.2.21
<u> E Wilson </u>	SENCO	Date: 4.2.21

This policy will be reviewed annually