



Accessibility Plan

Review Cycle	3 years	
Owned By	Head Teacher, SENCO & SEN Governor	
Document History / Action	Who	Date

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.

Palmerston 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 pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs 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 special educational needs policy for an outline of our full provision to support pupils with SEND.

The following documents support this plan and are available via the school website. If you require paper copies please contact the school office.

- Special Educational Needs policy,
- SEN Information Report,
- Local Offer
- Equality Information

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.

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
Staff Training						
ASD	AET standards will be assessed against	An action plan for ASD will be produced	The actions will be prioritised and all staff will be involved.	Training and strategies put in place for all staff and pupils.	On-going analysis of AET standards. Moderate file against other similar schools.	Staff have a greater awareness of ASD and the difficulties experienced by pupils. Ongoing development.
Teaching and Learning						
Therapy Room.	Undertake and audit of staff skills and knowledge increase training.	Staff trained in a variety of therapeutic interventions.	Set up the library as a Therapy room. Increase resources.	All pupils have access to 'Therapy' during the day.	Analyse impact of those pupils involved in therapies. What needs to change?	Trained staff deliver impact therapies to all pupils who needs specific intervention. On-going.
School Estate - Minor Capital Expense						
Outside Seating and Sun Canopy.	Plan and develop outside area for pupils who need seating and shading from the sun.	All pupils can have access to the outside area in all weathers.	Monitor use of equipment and evaluate the use. Ask pupils opinion.	All equip is utilised and pupils have their say to what they require.	Increase number of teaching and learning items eg BBQ for independent living skills.	All pupils will have increased opportunity to develop outdoor independent living skills.
School Estate - Major Capital Expense						

Outside Play Provision.	Install outside playground equipment.	All pupils able to engage in outside play at every level.	Monitor use of equipment and extend to use of PE.	All pupils can enjoy inclusive play/PE sessions.	Look at use of equipment for parents / carers during weekend.	All Equipment is fully accessible for parents and / or carers.
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This accessibility plan and the outcomes will be evaluated every 3 years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.