SEND Accessibility Plan

Date approved:		
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Responsible for review:	**Sendco** **Hareside Governing Body**	

2025-2028

At Hareside, we are an inclusive school and believe that it is our moral imperative to ensure that every child is enabled to achieve the best that they possibly can. The children are at the heart of everything that we do and we strive to enable every single child to fulfil their personal goals. All children matter and are valued by us; we celebrate diversity, similarities and personal achievements. Those within the school community are actively encouraged to support and care for each other.

- We provide a secure, caring and welcoming environment for children, parents, staff and everyone who visits our school
- We actively promote positive attitudes to disabled people
- We encourage participation by disabled people in school life
- We take positive steps to remove barriers and respond to needs
- We promote equality of opportunity between disabled persons and other 'groups'
- We know that a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities and we work with children and families to support these in order for all to fulfil their personal potential
- We try our absolute best to ensure that those who have a disability are enabled to make good or better progress in order to achieve in line with all children
- We embed an ethos of understanding and positive attitudes towards disabilities. The views of governors, parents and children have been sought to embed this culture
- We want to continue to increase the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)
- We will always review and continuously improve our school environment to increase the extent to which disabled pupils can take advantage of education and associated services provided; and
- We will ensure the availability of accessible information to disabled pupil's parents and carers

Background rationale

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for:

a) Increasing the extent to which disabled pupils can participate in the school's curriculum,
b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents. A disability under the Equality Act 2010 is: *'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Duties and definitions

The Equality Act's fundamental definition of a disabled person is someone who has *'a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.'*

1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification, or if we failed, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty.

2. Planning duties require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans we adopt will show how, over time, access to local schools will be increased by increasing access to the curriculum for disabled pupils, making improvements to the physical environment of the school to increase access to education and associated services and making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

3. Special Educational Needs and/or Disabilities duties. The definition of SEND includes many, but not necessarily all, for example disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEND duties provide support for children identified as having SEND.

Making reasonable adjustments for disabled pupils

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage
- are aimed at all disabled pupils
- are anticipatory
- enable pupils to participate in education and associated services

At Hareside, we have clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information report (which is available on our school website). We are very much an inclusive, open and listening school and recognise and respect that our children and their families are at the heart of all that we do. We will always, where possible, make reasonable adjustments, including the provision of any necessary equipment and services, to ensure that we minimise any disadvantage for disabled children and young people.

Facilities already in place

- Disabled car parking spaces available close to the school entrance
- Dropped kerbs and paved access to the path at the side of main vehicle access
- Pedestrian paths are accessible for wheelchair users to all external entry points to school – Forest School, Hop-In and the main school gate
- Main entrances to the school building via the main office, EYFS and Key Stage 1 classrooms, Y3 and 4 entrance, Year 5 and 6 entrance and our Hop-In building are all step free access and have wide doors suitable for wheel chair access if required
- Pupil entrances have double doors which would allow for wheelchair access
- In the main foyer area of school there is a disabled toilet suitable for use by staff, children and any visitors to our school. There is an additional disabled toilet, which contains a shower area, in the EYFS learning street and this is accessible to all staff and children in Key Stage 1 also. Upstairs in Key Stage Two there is a disabled toilet directly accessible via the learning street
- Floor and low height furniture to meet the mobility needs of SEND pupils
- Our school building spans two floors, with EYFS and Key Stage 1 on the ground floor and Key Stage Two upstairs on the first floor. There is a lift that is accessible to children, staff and visitors (via a lift

key accessed from the main school office) that can be used for individuals who are unable to use the stairs

- In the event of a fire or that the lift is out of order there are EVAC chairs that can be used to ensure that children, staff and visitors can be moved downstairs safely. We currently have 2 members of staff trained to ‘train the trainer’ to use the EVAC chair and one member of staff from KS2 is trained to use the chair. Plans are in place to train more members of staff to be able to use the EVAC.

Areas to develop

Aim	Current good practice	Objectives	Actions to continue to be taken	Person Responsible	Date to complete actions by
To increase access to the curriculum and educational experiences for pupils with a disability through improved curriculum provision.	● Many children with SEND access extra-curricular clubs. ● Appropriately trained staff on a range of disabilities and medical needs. ● Some specialist resources available to support children with sensory processing needs and visual and hearing impairments as required. ● In some cohorts children with SEND or additional needs and or disadvantage do as well or better than other children. ● Staff training to enhance personalised provision for children impact of high-quality teaching for all. ● CPD opportunities provided for all staff.	● To close any attainment or progress gaps identified. ● All children make good or better progress and achieve in line with all pupils nationally. ● To ensure all SEND children have equal access to the whole broad and balanced curriculum	● Pupil passports and SEND Support Plans to include specialist equipment and bespoke teaching strategies. ● Resources evaluated and needs identified as new children join our school. ● Liaison with feeder nurseries and ongoing secondary school to ensure provision is as good as it can be for children joining in Reception and for those children continuing onwards with their education. ● Ongoing provision by SLT specialist in school. ● Use of EEF SEND guidance report used as a model for development.	SPe/AW SW	Ongoing ● To be reviewed at least termly during Pupil Passport and SEND Support Plan review sessions

To improve and maintain access to the school's physical environment	● All doors have good access into school areas and cloakrooms. ● All access points to the school are step free and provide easy access to wheelchairs. ● Classrooms on the ground floor have direct access from the playground and classrooms upstairs are accessible via a lift. ● Paths to enable access to outside learning areas. ● Easy access to disabled toilet in all phases of the school, including one in the main foyer area for parents and visitors to school. These all have handrails for support and alarms to raise awareness in case of difficulty.	● Ensuring environment is ready for children with physical disabilities that may join us and for transition between phases. ● Liaising with nurseries and schools that children transfer in to Hareside from. ● Planning ahead for when children transition between year groups so that their needs can be met immediately.	● Resource Physiotherapy and Occupational Therapy programmes as identified for individual children ● Develop the availability of 'break out' areas or low arousal room for children to choose to access when their sensory needs become overwhelming or they want to access for quiet time. ● Continue to update EVAC chair training so that children or adults with specific medical needs can be evacuated from the building in case of a fire.	AW/SPe SPu JM RC	Ongoing
Continue to improve the delivery of information	● Hareside school website is compliant. ● Seesaw, Tapestry and Reach More Parents are proving a popular way to communicate what is going on in school and	● Ensuring that the school website is informative and written information is available in alternative formats and languages.	● Review website so that navigation is clearer and additional tabs support parents with SEND	SPe/AW JM SPu SW	Ongoing

	promoting SEND events across NCC. ● Implementation of SEND comms group for up-to-date information for parents/ carers ● Implementation of SEND parent/carer support groups held termly within school ● All school policies are available on the school website or via the main school office if a hard copy is required. ● Pupil Passports and SEN Support Plans are reviewed termly and targets shared online to all parents/carers. ● Resource packs provided for parents to support learning (when appropriate) ● Good relationships have been formed with parents to ensure consistent approach to working with children. Parents happy to call and email SENDCO for advice and support.		● Make policies available in different versions if required. ● Increase parental engagement to enable parents to liaise with teachers directly regarding Pupil Passport and SEN Support Plan targets via Seesaw, Tapestry and Reach More Parents		