

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,
' Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5:16

Accessibility Plan

Date adopted by Governors:	September 2024
Date for policy review:	September 2025
Person responsible for review:	Headteacher
Signed by Chair of Governors	<i>L. Granelly</i>

Introduction

This accessibility plan outlines our approach to supporting pupils with disabilities, including a specific focus on a pupil with Duchenne Muscular Dystrophy (DMD). DMD is characterised by progressive muscle weakness, significantly impacting mobility. This plan details the physical adaptations, curriculum access strategies, wider curriculum participation, impact analysis, premises adjustments, attitudinal considerations, and the availability of documents in alternative formats to ensure a fully inclusive learning environment.

Supporting Pupils with Disabilities

General Support Strategies

1. **Individualised Education Plans (IEPs):**
 - Develop IEPs for all pupils with disabilities, tailored to their specific needs.
 - Regularly review and update IEPs in collaboration with healthcare professionals, parents, and the pupils.
 2. **Accessibility Training:**
 - Provide ongoing training for staff on supporting pupils with various disabilities.
 - Foster an inclusive school culture through awareness programmes and workshops.
 3. **Assistive Technology:**
 - Utilise assistive technologies such as speech-to-text software, communication devices, and specialised computer programs.
 - Ensure digital content and educational resources are accessible to all pupils.
 4. **Support Staff:**
 - Allocate teaching assistants and support staff to provide one-on-one or small group assistance.
 - Ensure staff are trained to meet the diverse needs of pupils with disabilities.
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Supporting a Pupil with Duchenne Muscular Dystrophy (DMD)

Physical Adaptations to the School Environment

1. **Building Access:**
 - Install ramps and handrails at entrances and exits where necessary.
 - Ensure all pathways and corridors are wide enough for wheelchair access.
2. **Classroom Modifications:**
 - Arrange classroom furniture to allow easy movement and access for wheelchairs.
 - Provide adjustable desks and chairs to accommodate different needs.

3. Toilet Facilities:

- Adapt toilets to include grab bars, accessible sinks, and adequate space for manoeuvring.
- Ensure changing mats and PPE is available for toileting when necessary.
- Ensure accessible toilets are available in key areas throughout the school.

Curriculum Access

1. Differentiated Instruction:

- Use a variety of teaching methods to accommodate different learning styles and abilities.
- Provide written instructions, visual aids, and hands-on activities.

2. Assistive Technology:

- Utilise technology such as tablets, speech-to-text software, and communication devices.
- Ensure all digital content is accessible (e.g., text-to-speech, screen readers).

3. Support Staff:

- Allocate teaching assistants to provide one-on-one support when identified on pupil's EHCP.
- Ensure staff are trained in First Aid and necessary training to support with pupil needs.
- Ensure staff are trained in supporting pupils with DMD.

4. Flexible Scheduling:

- Allow for breaks during lessons to manage fatigue.
- Adapt the school day schedule if needed to accommodate medical appointments.

Access to the Wider Curriculum

1. Extracurricular Activities:

- Ensure all extracurricular activities are inclusive and accessible.
- Provide additional support or modify activities to ensure participation.

2. School Trips:

- Plan trips with accessibility in mind, including transport and venue access.
- Conduct risk assessments to identify and mitigate potential barriers.

3. Physical Education (PE):

- Adapt PE lessons to include activities suitable for pupils with limited mobility.
- Provide alternative activities that focus on inclusion and participation.

4. Social Integration:

- Encourage peer support and buddy systems.
 - Promote an inclusive school culture through awareness and education.
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Impact Analysis

1. Monitoring Progress:

- Regularly assess the pupil's academic progress and social integration.
- Use feedback from the pupil, parents, and staff to make necessary adjustments.
- Regular IEP reviews/ EHCP Annual reviews.

2. Feedback Mechanisms:

- Implement regular check-ins and surveys to gather input from the pupil and parents.
- Adjust the plan based on feedback to ensure continuous improvement.

3. Success Indicators:

- Monitor attendance, participation in activities, and academic performance.
 - Assess the pupil's physical and emotional well-being regularly.
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Premises Adjustments

1. Accessibility Audits:

- Conduct regular audits to identify and address any accessibility issues.
- Ensure compliance with legal requirements and best practices.

2. Maintenance:

- Schedule regular maintenance checks for all accessibility equipment and infrastructure.
 - Promptly address any identified issues to ensure a safe environment.
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Attitudinal Considerations

1. Awareness Training:

- Provide regular training for staff and pupils on disability awareness and inclusion, for example, working with Action Duchenne for staff training and wider school community training.
- Promote empathy, understanding, and support within the school community.

2. Positive School Culture:

- Foster an environment of respect and support for all pupils.
 - Highlight and celebrate diversity within the school community.
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Availability of Documents in Alternative Formats

1. Accessible Formats:

- Ensure all school documents are available in accessible formats (e.g., large print, braille, audio).
- Provide digital copies that are compatible with assistive technologies.

2. Communication:

- Offer alternative communication methods for parents and pupils (e.g., email, text messages).
 - Ensure clear and concise communication to avoid misunderstandings.
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Review and Evaluation

- This accessibility plan will be reviewed annually to ensure it remains effective and relevant.
 - Feedback from pupils, parents, and staff will be integral to the review process.
 - Adjustments will be made as needed to continue supporting the needs of pupils with disabilities, including those with DMD.
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By implementing this plan, we aim to provide a supportive, inclusive, and accessible learning environment for all pupils, ensuring they can fully participate in and benefit from all aspects of school life.