

# 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

<b>Date adopted by Governors:</b>	September 2025
<b>Date for policy review:</b>	September 2026
<b>Person responsible for review:</b>	Headteacher
<b>Signed by Chair of Governors</b>	<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 also considers pupils who are partially non-verbal and pupils who require intimate care due to urinary or bowel incontinence. It details 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, including communication needs and intimate care requirements.
  - 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, including non-verbal communication strategies and intimate care procedures.
  - 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, including supporting non-verbal pupils and those requiring intimate care.

## **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 and Intimate Care:**
  - Adapt toilets to include grab bars, accessible sinks, and adequate space for manoeuvring.
  - Ensure changing mats, PPE, and designated intimate care areas are available.
  - Provide clear procedures and training for staff supporting pupils with urinary or bowel incontinence, ensuring dignity, privacy, and safety.
  - Ensure accessible toilets are available in key areas throughout the school.

### **Supporting Partially Non-Verbal Pupils**

- 1. Communication Support:**
  - Implement alternative and augmentative communication (AAC) methods, including widgeo symbol boards, communication devices, and sign language where appropriate.
  - Train staff in effective strategies to support pupils who are partially non-verbal.
- 2. Curriculum Access:**
  - Provide visual aids, gestures, simplified instructions, and technology-assisted communication tools.
  - Encourage peer support and inclusive group work to facilitate social interaction.
- 3. Assessment and Participation:**
  - Adapt assessment methods to allow non-verbal pupils to demonstrate learning through alternative means (e.g., communication devices, drawings, practical demonstrations).

### **Curriculum Access**

- 1. Differentiated Instruction:**
  - Use a variety of teaching methods to accommodate different learning styles and abilities.
  - Provide written instructions, visual aids, hands-on activities, and alternative communication methods for partially non-verbal pupils.
- 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, supporting pupils with DMD, non-verbal communication, and intimate care procedures.
- 4. Flexible Scheduling:**
  - Allow for breaks during lessons to manage fatigue or care needs.
  - Adapt the school day schedule if needed to accommodate medical appointments or care routines.

## 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 for pupils with mobility, communication, or care needs.
2. **School Trips:**
  - Plan trips with accessibility in mind, including transport, venue access, and intimate care facilities.
  - 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 or care requirements.
  - 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.

## Impact Analysis

1. **Monitoring Progress:**
  - Regularly assess pupils' academic progress, social integration, communication development, and well-being.
  - Use feedback from pupils, parents, and staff to make necessary adjustments.
  - Conduct regular IEP/EHCP reviews.
2. **Feedback Mechanisms:**
  - Implement regular check-ins and surveys to gather input from pupils and parents.
  - Adjust the plan based on feedback to ensure continuous improvement.
3. **Success Indicators:**
  - Monitor attendance, participation in activities, academic performance, and personal well-being.
  - Assess effectiveness of communication support and intimate care provisions.

## 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.

## **Attitudinal Considerations**

### **1. Awareness Training:**

- Provide regular training for staff and pupils on disability awareness and inclusion, including supporting non-verbal pupils and those requiring intimate care.
- 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.

## **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, symbol-based communication).
- Ensure clear and concise communication to avoid misunderstandings.

## **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, partial non-verbal communication, and intimate care requirements.

**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.**