# AUCKLEY SCHOOL

ACCESS PLAN TO SUPPORT EQUAL OPPORTUNTIES AND DISABLED DISCRIMANATION ACT
2024-2027

**Lead member of staff: Sharon Gunther SENCo**

***Date of Review: 05.07.27***

***Name of Reviewer: S . Gunther***

Purpose of the Plan

The purpose of this plan is to show how Auckley School intends, over time, to increase the accessibility of our school for the disabled pupils. We aim to reduce and eliminate barriers to access to the curriculum to allow full participation for all within our setting.

Definition of Disability

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 over day to day activities. (Disability Discrimination Act (DDA) – 1995)

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching of and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Access already in place:

- One accessible toilet suitable for wheelchairs: available to both adults and children:
- Electrically adjustable changing bed has been installed in the office area toilet.
- Access plans are in place for vulnerable pupils as well as medical care plans.
- Staff have expertise and skills in ASD, Dyslexia, Handling and mobility, and the use of radio hearing aids.
- Dyslexia screening is in place.
- The majority of entrances are flat or are sloped. There is a sloped assess from the main gate to the playground at the rear of the school.
- The main fire exit from the hall is flat and accessible.
- One disabled parking space in the main carpark and another in the new car park, with good access into the school building
- Learning environment is inclusive for SEND pupils
- Support plans are written in line with best practice
- The Graduated approach is used within our setting to support pupils and families
- Sensory room with specialised equipment

| | Targets | Strategies | Who | Time Frame | Success Criteria |
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| Short Term Access to the Curriculum | To explore best practice in the development of SEND | Moderation of Support Plans completed by teachers | Class Teachers/ SG | July 27 | SEN Parent meetings will be utilised to review and set pupil outcomes and provision; parents and pupil voice will be recorded.<br><br>SG and EF to observe The 'golden thread' from support plans and EHCPs to classroom practice.<br><br>Pupils will achieve their Support plan outcomes |

| | Targets | Strategies | Who | Time Frame | Success Criteria |
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| Medium Term Access to Information | To make effective use of Teaching Assistants in the classroom and in delivering structured interventions in and out of the class. | To use the EEF Guidance Report to implement the evidence- based guidance on the effective use of TAs in the classroom and in delivering structured interventions in and out of class.<br><br>Teaching staff to share examples of effective TA deployment<br><br>SG and EF to set this as specific observation criteria for SEND observations (Termly) | SG to deliver training and guidance | July 27 | SEND Observations will demonstrate effective and dynamic use of TAs<br><br>Effective TA deployment will have a positive impact of pupil progress and attainment<br><br>TAs will have a high awareness of pupils support plan outcomes and provision. |
| | To improve and maintain access to the classroom environment | Learning walk and subsequent targets given to all staff to ensure effective use of the school environment and facilities, including the sensory room and outdoor provision. | Class teachers | July 27 | School to embed learning environment adaptations and scaffolding to support SEND children. |

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| | | SG to request Educational Psychology training on meeting sensory needs in the classroom<br><br>Best practice to be shared and celebrated.<br><br>SG to liaise with the Big Picture SENDco to further enhance Auckley's provision. | | | Specialist advice and strategies to be observable in all classroom across school. |

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| | To continue to work with ASCETS to support children's understanding of SEND and ASD across school<br><br>To create a culture of 'belonging' across school | John Broom will be working with year 5 and KS2 to help the pupils understand ASD. | ASCETS | July 27 | Pupils will be able to talk about, and celebrate each other's differences<br><br>Pupils will display increased understanding, empathy and compassion towards pupils with SEND |
| | To ensure that communication between home and school is clear for all parents. | School to parent texting service to support parents with hearing difficulties. School email widely available and on each letter head/ news letter to ease communication with school. Partially sighted parents will need an alternative communication to newsletter. Office staff will ensure that they contact via the telephone. | | July 27 | All parents will feel well-informed and supported by school. |

| | Targets | Strategies | Who | Time Frame | Success Criteria |
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| Long Term Access to the Curriculum | To improve and maintain access to the environment | Continued liaison with our Speech and language and occupational therapy team to ensure full access to the school environment<br><br>EYFS to invest in Makaton training to enhance the universal offer for all pupils | SG<br><br>RB, EYFS lead | July 27 | The school environment will be accessible to all pupils<br><br>Inclusive adaptations such as the use of widgets and Makaton signs will be visible throughout school<br><br>Specialist advice and guidance will be observable in our provision and will positively impact of pupil progress and engagement. |

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| | To support pupils with social and communication difficulties. | Adaptations made to play time and lunch time to support pupils who find it difficult to interact at the less structured times of the school day. Additional Adult's assigned.<br><br>Play leaders, supported by the lunch time team will provide structured activities for pupils | SG/ EF/ Lunch time supervisor | July 27 | A reduction in behavioural issues at lunch time for children with SEND. |