



Cottons Farm Academy- Accessibility Plan
September 2020

Cottons Farm Primary Academy has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to being an inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. It also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M). This statement and action plan will be reviewed every three years.

Definitions of SEND

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’*

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that 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’.

The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.’ (SEND code of Practice 2014)

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

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- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014).

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered regularly. The discussions will involve staff, parents and children and/or outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

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Curriculum Access

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external service and agencies regarding individual pupils (sensory, learning, behaviour).
- Teachers and Teaching Assistants are given professional development to teach and support children with disabilities or additional needs through school INSET, capacity building within teams, external courses and through LA/The Harmony Trust Central Core Team input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- All pupils are encouraged to participate in expressive and creative arts.
- All pupils have access to physical education and swimming.
- ICT is used creatively to give pupils with physical disabilities access to the curriculum and to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, enlarged books, considerations for seating and positioning in the classroom.
- Strategies are put into place for children with hearing impairments such as visual prompts and sound field system.
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents will be asked to accompany their child.
- School works effectively with outside agencies including the Specialist Teaching and Psychology Service (STEPS) who work with children with sensory impairments, physical impairment, social communication and autism. We also work closely with the Speech and Language Therapist and other health professionals, including the school nurse, occupational therapy and physiotherapists.

Physical Access

- Cottons Farm Academy is a PFI building and is accessible for those with limited mobility.
- There are two disabled toilets on site.
- Communication in Print and a range of strategies to support individual needs are available and used to develop communication throughout for individual pupils with Special Educational Needs as appropriate.
- Adapted/specialised furniture is provided to meet individual needs as defined by the care plans.
- Space is available for small group work and individualised work for targeted learners.

Information Access:

- Visual timetables and information supported by signs/symbols are used for targeted pupils as required.
- Parents section on school website provides them with access to policies and long term planning.
- Text messaging to parents is used.
- Twitter and School Spider accounts are used and weekly newsletters are sent home.

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The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks/Actions	Resources	Lead	Monitoring
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo SENCO to attend termly LA and/or The Harmony Trust SEN network/hub meetings	INSET SENDCo to attend LA and/or The Harmony Trust SEN network/ hub meetings	SENDCo	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> • Pupil books • Observations/ learning walks • Progress data
To ensure relevant staff are trained to support pupils with Speech, Language and Communication Needs (SLCN)	Liaise with The NHS Speech and Language Therapist (SALT) to plan and deliver 1:1 support for staff in order to meet children's needs.	SALT time	SENDCo and NHS SALT	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> • MEP targets • SALT Reports • Observations • Progress data
To ensure staff are trained to support pupils with medical conditions.	Annual staff updates in Asthma, Epilepsy and as required for other specific conditions. Update pupils' Medical Profiles annually or earlier if required.	Harmony Trust Central Core Team/School Nurse support Annual update of pupils' medical needs	Harmony Trust Core Team SENDCo School Nurse	Compliance officer to monitor staff training updates/needs (termly)

		Training, as required		
Objectives	Tasks/Actions	Resources	Lead	Monitoring
To continue to provision map to meet children's individual needs within each cohort.	SEND team to provision map and adjust TA support to meet individual/ group needs	SENDCo time Time to release staff for 1:1 training sessions	SENDCo and external professionals as defined in EHCP	Learning Walks Observations Half termly data reviews. Termly pupil progress meetings.



To support reading & writing for pupils with specific learning difficulties	Purchase individual resources, as required. 1:1/small group support and interventions, led by SALT Pre and post tutoring, as required Applications for additional time and/or different resources to support pupils to access end of Key Stage tests	SALT time Budget for resources	Executive Principal/Head of Academy, SENDCo Class teachers and TAs/TADs SALT	Actions reviewed half termly to ensure that the approaches are impactful.
Pupils' access to the curriculum is increased through personalisation and differentiation	All staff are aware of different learning needs and provide for this in the classroom.	SENDCo time Time for SEND team to support staff	SEND team and all class teachers	Through regular lesson observations /learning walks.
To ensure International new arrivals are supported and have a curriculum which matches need	Welcome induction – specific teaching for international new arrivals	EAL time	EAL time	This is monitored through regular lesson observations /learning walks. Pupil Voice

Future Considerations

- It may be necessary to provide new facilities, to meet pupils' individual needs.