

# Summerville Primary School Accessibility Plan 2024-2028



**Summerville**  
Primary School

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Date ratified by governors	
Reviewed	
Chair of Governors	Gail McNally
Signature	
Head Teacher	Joanne Jordan
Signature	

## **Equality Statement**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy, that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

At Summerville Primary School, we believe that diversity is a great strength of our schools, which should be respected and celebrated by all those who learn, teach and visit here. We recognise that there are similarities and differences between individuals and groups, and we strive to ensure that our differences do not become barriers to participation, access and learning; we cannot achieve equality for all by treating everyone the same. We create inclusive processes and practices, where the varying needs of individuals and groups are identified and met by building on our similarities and seeking enrichment from our differences. We promote understanding and learning between and towards others to create cohesive communities.

We recognise and accept our public sector duties contained within the Equality Act 2010 and our responsibilities to:

- Eliminate discrimination, victimisation and harassment
- Promote equality and access and opportunity within our school and within our wider community
- Promote positive attitudes to difference and foster good relationships between people in our diverse community
- Encourage participation

The Equality Act 2010 requires the school to have an Equality and Accessibility Plan, which must show how the school is:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to those with disabilities.

This Accessibility plan will be published on the school's website. In drawing up the Accessibility Plan, the school will set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.

- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to ensure that the school experience is as enjoyable as possible.

This Accessibility Plan should be read in conjunction with our Equality policy and our Special Educational Needs policy.

## Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Summerville Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs policy for an outline of our full provision to support pupils with SEND. The school's Special Educational Needs policy and publication of equality information and objectives can be found and accessed via the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be **updated annually** and reported to the governing body.

Priorities are directly linked to Summerville's School Improvement Plan

Priority Area	Outcome	Strategy/Provision required to meet the outcome	Responsibility	Timescale (Short term/Long term)	Progress
Priority 1: High quality teaching of pupils with SEND	All pupils with SEND will make progress across all areas of learning from starting points	<ul style="list-style-type: none"> <li>-Adaptations made to curriculum to support key areas of learning specific adaptations re: visual timetables/ now and next board/ 5 point scale/ communication plan/ one-page profile</li> <li>-Need is supported through well planned, structured provision IEPs- SMART targets – EHCP outcomes)</li> <li>-Provision map is in place (evidence-based interventions/ differentiated and modified resources)</li> <li>-Advice from specialist services (e.g. EP/SALT/OT/Primary Inclusion Team)</li> <li>-Specific groups/ individual programmes</li> </ul>	SENCO	Long term	

		<ul style="list-style-type: none"> <li>-Parents/ carers involved with target setting/ EHC review 3 x year Advice re: Local Offer</li> <li>-Use of SEND Trackers for each class to monitor the progress of children on the SEN register specifically</li> <li>-SEND review week each term with SENCo and teachers to discuss individual needs of children, SENCo to advise on strategies and next steps</li> </ul>			
<p>Priority 3: Focusing on professional development</p>	<p>Staff will have appropriate training to understand and meet the needs of children with SEND</p>	<ul style="list-style-type: none"> <li>-SALT training on speech and language need</li> <li>-Training from EP</li> <li>-Adaptive Teaching training</li> <li>-PINs project (neurodiversity)</li> <li>-Trauma informed training</li> <li>-Staff booked on appropriate training course to meet whole class, group and individual need</li> </ul>	SENCo	Short-term	
<p>Priority 4: Planning for pupils with SEND</p> <p>- Implementation of SLA for Speech</p>	<p>SEND children will be considered during the planning process and individual learning needs met in class for the majority of the time.</p>	<ul style="list-style-type: none"> <li>-Children with EHCPS have correct provision in place, teachers planning and children's timetables reflect this.</li> <li>-Planning considers pitch, pace, resources needed, and individual needs of children such as requiring pre-teach of vocabulary, opportunities</li> </ul>	SENCo	Short-term	

	<p>Children with SEND will access high quality intervention and support where needed and make progress against their baseline measures.</p>	<p>to revisit concepts and sequential learning.</p> <ul style="list-style-type: none"> <li>- Implementation of SLA for Speech and Language Therapy</li> <li>. SALT program and advice to be carried out by TAs and teachers.</li> </ul> <p>-Evidence based interventions such as Numbers count used, including base line assessment of number age. Progress and appropriateness of intervention are reviewed regularly; interventions are need driven rather than children slotting into pre-existing groups.</p> <p>-Little Wandle Catch Up interventions implemented</p> <p>-SENCo supports with planning where appropriate</p>			
<p>Priority 4. Supporting pupils mental and emotional wellbeing</p>	<p>Whole school approaches to positive mental health and wellbeing will be developed which meet the needs of pupils</p>	<ul style="list-style-type: none"> <li>-Mental Health Champion training promoted to staff. Identified member of to complete Mental Health Champion training.</li> <li>-Place-to-be intervention for identified children.</li> <li>-Children have access to calming activities, sensory circuits and have their sensory needs met.</li> </ul>	<p>SENCo</p>	<p>Long-term</p>	<p>.</p>

		<p>-School to engage in Emotionally Friendly Schools award including lthrive support</p> <p>-Support and advice from Salford's Primary Inclusion Team</p>			
Environment and resources	Identified pupils will begin to emotionally self-regulate (access to sensory room/ OT assessment/ program/resources)	<p>-Through regular liaison with SENCo class teachers meet the sensory needs of identified children by providing the appropriate resources needed. For example, fiddle toy, sensory diet, sensory circuit, movement breaks, weighted resources.</p> <p>-Children are referred to Occupational therapy as appropriate</p> <p>-Teachers are familiar with the 'Zones of Regulation' and whole class strategies are used to encourage identification/labelling of emotions. Age appropriate self regulation techniques are taught and facilitated for whole class and individuals.</p> <p>-Staff all use consistent language and visual resources.</p> <p>-Children have a safe space/adult when needed such as a specific safe space' in class.</p>	SENCo	Long-term	

		<p>-The classroom environment is adapted to suit the needs of the children. Eg Continuous provision for KS1, low stimulation environments. Distraction free desks etc.</p> <p>-SEN base established</p>			
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This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed.