



# ACCESSIBILITY PLAN

March 2019

**Passmores Academy**  
Part of the Passmores Co-operative Learning Community

## Passmores Academy Accessibility Plan

Adopted: \_\_\_\_\_15<sup>th</sup> March 2016\_\_\_\_\_ by the Passmores Local Governing Body

### **Definition of special educational needs**

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

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) 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.

### **Definition of special educational provision**

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.

Passmores Academy 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 Disability Equality Scheme 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.

We are very fortunate as our building has been constructed to meet the requirements of the Disability Discrimination Act. There are many features which make it accessible to the full range of need. The building has also been furnished with accessibility in mind.

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 to increase accessibility for pupils with SEND. Progress on these measures will be updated regularly.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
Staff to be made aware of the complex needs of our students with SEND	Staff to be introduced to the students and their needs on admission  Staff to be updated on the needs of students as appropriate	Staff to be able to keep children safe and settle them in quickly	Staff to follow access plans / EHC Plans to ensure needs are met	Students feel safe and are appropriately supported in the school environment	Staff to have an up to date understanding of the support individual students need to access the school	Settled, happy students who are able to access the wider curriculum as far as possible
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Teaching and learning						
Staff CPD to be used for staff to inform staff about the	Basic information to be provided to staff to facilitate	Students in lessons, accessing	Staff following advice on action plans / EHC Plans and	Students learning is facilitated by good	Staff to have a good understanding of appropriate	Students achieving and exceeding their potential

needs of individual students and groups of students	successful teaching and learning  SIMS to be utilised to share information appropriately	the curriculum	from staff training to improve accessibility for students	classroom planning and differentiation	teaching and learning strategies for individuals and groups of individuals	
School estate – minor capital expense						
As building developments take place in the school, accessibility for all is maintained	Premises staff to consider accessibility when building improvements are made.	Maintain accessibility for all	Premises staff to consider accessibility when building improvements are made.	Maintain accessibility for all	Premises staff to consider accessibility when building improvements are made.	Maintain accessibility for all
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
School estate – major capital expense						
When major alterations are planned, ensure DDA requirements are adhered to.	Premises staff to consider accessibility when building improvements are made.	Maintain accessibility for all	Premises staff to consider accessibility when building improvements are made.	Maintain accessibility for all	Premises staff to consider accessibility when building improvements are made.	Maintain accessibility for all

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

\_\_\_\_\_ SEN Governor

Date: .....

\_\_\_\_\_ Principal

Date: .....

\_\_\_\_\_ Head of Inclusion

Date: .....

Review date – March 2022