

The Mallard Academy

Accessibility Plan

January 2024 – January 2027

To chat to us about this plan, please get in touch

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Welcome to our 3 Year Plan for SEND

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1. Introduction

When some people see the words *Accessibility Plan*, they think “old news”. After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it's about as accessible as it can be.

Isn't it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference to them. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to mix concrete or plumb new toilets.

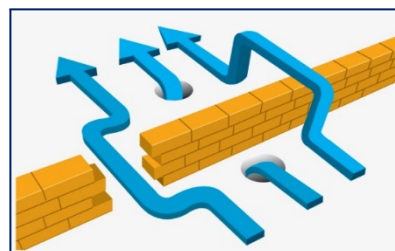
This accessibility plan tells you what we believe, our goals and the steps we plan to take to make OPS even better.

We may plan physical adjustments, but accessibility is about much more. It also includes both children *and adults*.

Accessibility doesn't mean removing every barrier. Some barriers can't be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.

Please read on...



2. Our Goals

Our goals reflect our school's ambitions. They are also based on what parents and children say is important to them.

<p>1</p> <p>All children have been exposed to a good range of disabled role models (including both milder and more severe needs).</p>	<p>2</p> <p>There is no bullying of children because of their SEND.</p>	<p>3</p> <p>Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p>
<p>10</p> <p>The attendance of SEND pupils is better than the whole school average.</p>	<p>11. The Final Word</p> <p>Let's say that on Haggstones Road, a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.</p> <p>We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors in September 2023.</p> <p>We want him to read well, have friends and be well placed to have good physical and mental health for life.</p>	<p>4</p> <p>No child leaves FS without having accessed a social celebration</p>
<p>9</p> <p>All children can access social opportunities in the hall because the environment is modified to reduce sound reverb.</p>		<p>5</p> <p>Every child leaves every year group with a greater understanding of disability and access</p>
<p>8</p> <p>Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.</p>	<p>7</p> <p>All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).</p>	<p>6</p> <p>All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.</p>

3. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

We do lots to **maintain** previous improvements. For example, we repaint white edges onto our outside steps. This keeps school safer for people with vision loss. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** at the end of the three years of this plan than it was at the start of this plan?"

A note on terms used

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- SBM = School Business Manager

Our Children's Learning

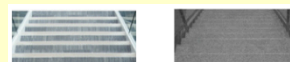
This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

When & Who	Target	Comments
2024/2025 Teacher	We will use an assembly each term to learn about disabilities and celebrate differences.	All children embrace differences which threaded through our core 'Be' values. To be monitored by the Principal, Vice Principal and SENDCo.
2024/2025 All staff	We will conduct staff training in restorative questions when children face challenging social interactions.	This includes when a child has been unkind to a peer with SEND . All staff will have training in our Behaviour Blueprint, using specific questioning and restorative language.
January 2026	SENDCo will develop a toolkit of resources that staff can use when supporting children with additional needs.	Books & resources: There's a download here http://9000lives.org/send-lgbtq/ targeted at secondary special or mainstream primary – some are LGBTQ with others a general theme of embracing diversity.
Ongoing SENDCo	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision

Ongoing SENDCo	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.	Monitor representation in pupil leadership groups. Monitor extended schools registers Audit sustainability of activities. Complete any necessary risk assessments
Termly Vice Principle, SENDCo	Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.	Pupil progress meetings Assessment for learning Scrutiny of resources/provision Analysis of data SEND plan do review meetings Liaison with parents SEND impact report shared with governors
Ongoing SENDCo	We will monitor provision for pupils	Children will have a calming station in their class to access if needed. Resources and adaptations to learning will support all pupils to be successful.
Ongoing SENDCo	We will provide all-staff training (and follow up reflection) on a range of areas to enhance their skills.	We will work with specialists (Speech and Language Service, Educational Psychology Service, ASCETS and BOSS) to enhance our SEND practice.
2024/2025 SENDCo Reading Lead Phase Leaders	School will have a range of books linking to SEND, that children across all phases can access.	An audit of whole school books relating to SEND. Examples: Books & resources for SEND self awareness? All dogs have ADHD? Volcano in my Tummy? Anna Angrysaurus? Autism and Me book?
July 2025 SENDCo	We will co-review the Accessibility Plan.	We collaborate to ensure we hear all possible ideas for improving SEND children's access to school. We will ask for opinions from families.
2025/2026 SENDCo	Parents will have the opportunity to attend an inclusion coffee morning with the SENDCo.	SENDCo will deliver termly sessions to parents with a specific focus on an area of SEND/Inclusion. Outside agencies will co-deliver sessions e.g.WMIM
Ongoing Senior Leadership Team	All out-of-school activities will be curated to include all children regardless of their SEND	Children can access a range of activities, delivered within an inclusive environment.
Ongoing SENDCo	To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Schools' provision map) and staff accordingly Ensure staff skills are matched to pupil needs. Pupils' needs are appropriately met through effective deployment of skilled support staff.

Our Classrooms and Buildings

When & Who	Target	Comments
July 2025	We will review fire evacuation information in the infant building to ensure that it is communication friendly.	The information should be easy to access for emerging-readers to access. Implement personal evacuation plans for all pupils/staff with mobility needs.
July 2026	When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties. We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the KS2 building internal steps.



Ongoing	We will ensure classrooms are optimally organised to promote the participation and independence of all pupils.	A review of classroom layout, tables, furniture to ensure accessibility and promotes engagement. Furniture to be removed or re-organised.
July 2025	We will review our school reception to ensure a welcoming and not overcrowded environment.	We want reception to be welcoming but it is important that key info (e.g. DSLs, evacuation advice etc) does not become hidden amongst the volume of content displayed.

Our Written Information

When & Who	Target	Comments
July 2025 SENDCo / Phase Leaders	We will revisit our approach to display so that it balances inspiration with the right levels of stimulation.	SENDCo and phase leasers will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
July 2025 Office Area	We will update signage (in reception, school notice board, FS classroom entrance) so that we are clearer that parents who, for example, feel overwhelmed can ask for help.	Signage will say "School Forms" Please come to reception if you are stuck or struggling. We'll do our best to lend a hand.
Jul 2025 All Staff	Ensure written material is available in alternative formats when required.	Enlarged print Translations available Supported reading of written materials and filling in forms. Written materials are parent/child friendly Languages other than English are visible in school. Audit library to ensure there are some large print and easy read texts that are age appropriate.
Ongoing SENDCo	Regular review of children's records to share information on Special Educational needs and disabilities.	Records shared with receiving class teachers via transition meeting. Transfer of records to other settings supported by a signature from receiving school. Documentation updated at least annually or in line with the review cycle.

4. How do we monitor this Plan?

Our SENDCo will review this plan every July

This means:

- Re-reading the plan.

- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The SENDCo then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan won't ever match perfectly but they will overlap. That's ok.

Asking People

We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So we will ask questions that help us plan the next steps, e.g: *"If you had a magic wand, what one thing would you change about our SEND provision?"*

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors

Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SEN" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.