

## Osborne Primary Accessibility & Equality Plan September 2021 - 2024

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

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

The SEN Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above 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, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA or academy trusts, other than special schools, in the area.

Osborne Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure 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 provision that our school has in place to support 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 are particular to students with SEND, and 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 the full provision that our school has in place to support pupils with SEND.

## Success criteria

1. A) Improved access to the external physical environment of the school, adding specialist facilities as necessary.  
B) Improvements to the internal physical environment of the school and use of physical aids to access education.
2. Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all students with additional needs are as equally prepared for life as able-bodied students. This covers teaching and learning and access to and inclusion within the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students with access.
3. Improved delivery of written information to students, staff, parents and visitors. For example, use of visuals, dual language, simplified handouts, adapted timetables, textbooks and information about the school.

Osborne Primary School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

## Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.

Target	Strategy	Responsibility	Time Frame	Monitoring and Evaluation
<p>Whole school / phase training is planned in advance to support the needs of students with SEND.</p> <p>Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training: whole school / phases.</p>	<ul style="list-style-type: none"> <li>• CPD termly calendar identifies whole school, phase, group or individual training to address needs for SEND children</li> <li>• Developing Locality Provision projects:</li> <li>• Improve staff and parental understanding and knowledge of ADHD and supportive strategies</li> <li>• Termly meetings of Erdington Speech and Language Champions</li> <li>• Termly meetings of Erdington SEMH Champions</li> <li>• Termly Erdington SENDCo Network meetings</li> <li>• Monthly meetings with experienced ATLP SENDCo</li> <li>• Ensure the curriculum fully reflects all aspects of the equality agenda via achieving Rights Respecting Silver and Gold Awards</li> </ul>	<p>SENDCo / Teaching and Learning Lead Head</p> <p>SENDCO / Pastoral Manager</p> <p>SENDCO</p> <p>SENDCO</p> <p>SENDCo</p> <p>SENDCo</p> <p>PHSE Lead x2</p>	<p>Half termly</p> <p>From March 22</p> <p>From Summer 22</p> <p>March 22</p> <p>Ongoing</p> <p>Autumn 22 – silver</p> <p>Autumn 23 - gold</p>	
Quality assurance and assessment cycles	<ul style="list-style-type: none"> <li>• On line, easily accessible Provision Mapping for all teaching, learning and Inclusion staff</li> </ul>	SENDCO / class teachers	From Jan 22	

<p>prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike. This may include the use of diagnostic assessments, or external professional advice.</p>	<ul style="list-style-type: none"> <li>• Developing Locality Provision projects:</li> <li>• Well Comm in all year groups to improve language acquisition and understanding</li> <li>• Motional to identify individual, diagnostic resources improving self-awareness and confidence</li> <li>• Accredited training for SENDCo enabling many diagnostic tests to be administered by school, so Educational Psychology hours can be used more effectively to target specific children</li> </ul>	<p>Head SENDCO</p> <p>Inclusion Lead</p> <p>Head</p>	<p>From Dec 21</p> <p>From Autumn 2</p> <p>Summer 22</p>	
<p>Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural systems, time out cards, early lunch or exit passes, Similarly, staff with asthma may be excused of some duties, in weather likely to exacerbate their condition.</p>	<ul style="list-style-type: none"> <li>• Pre tutoring sessions for SEND children in core and foundation subjects</li> <li>• making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision</li> <li>• setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels</li> <li>• AfA structured conversations twice a year, enabling staff time to listen to pupils' and parents' views</li> <li>• Use of adapted resources for children with physical difficulties eg Clicker, fine motor skills group or communication difficulties eg coloured overlays, visual timetables</li> <li>• Review of behavior policy to review and update behavioural target sheet. Share with parents.</li> </ul>	<p>Assistant Heads</p> <p>SENDCo</p> <p>Teachers</p> <p>SENDCo</p> <p>SENDCo / class teachers</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 1</p>	
<p>Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND.</p>	<ul style="list-style-type: none"> <li>• Extra-curricular clubs are open to all children, with additional support relating to needs, where necessary</li> <li>• Children consulted on clubs selected</li> </ul>	<p>Head / SENDCo</p> <p>Head</p>	<p>From January 22</p> <p>From January 22</p>	<p>Percentage of SEND children attending clubs during the Spring term: 40% in boxing; 47% in Scootability; 10% in construction and 29% in Arts &amp; Crafts. 27% of children ate Osborne are identified as SEND.</p>

Preparation for formal access arrangements for examinations: reasonable adjustments are implemented as part of classroom practice for all testing.	<ul style="list-style-type: none"> <li>Readers or scribes are deployed, where appropriate, to meet children's needs during school or statutory assessments.</li> </ul>	Assistant Heads	Ongoing	
Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	<ul style="list-style-type: none"> <li>Pre tutoring sessions for SEND children in core and foundation subjects</li> </ul>	SENDCo & Curriculum Lead	Ongoing	
A purpose built multi games area on the playground adjacent to Y1 classrooms	<ul style="list-style-type: none"> <li>Easy use and access during PE lessons, break times and after school clubs for physical exercise, plus to improve engagement in physical activities during the school day and school holidays. allowing zoning Main playground can be zoned for quieter activities (addressing sensory needs) and use of library</li> </ul>	Head	Summer 2022	

**Improved access to the physical environment of the school, adding specialist facilities as necessary and physical aids to access education.**

Target	Strategy	Responsibility	Time Frame	Monitoring and evaluation
Ensure the physical area is inspected, so it is clear for all to navigate around the building safely.	<ul style="list-style-type: none"> <li>At least twice daily walk rounds of both inside and outside areas.</li> <li>Resources are stored neatly and without causing an obstruction in the classrooms</li> </ul>	<p>Site Manager</p> <p>Class teachers and Teaching Assistants</p>	<p>Ongoing</p> <p>Ongoing</p>	

<p>Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels.</p>	<ul style="list-style-type: none"> <li>Initially discuss with line manager. Line manger to consult HR rep who will identify any appropriate adjustments.</li> <li>Individually fitted staff chairs purchased</li> </ul>	<p>Line manager ATLP HR rep</p> <p>HR, Head</p>	<p>Ongoing April 21</p> <p>October 21</p>	
<p>Ensure that there is an appropriate number of Evac chairs positioned in school (near the stairs) to support fire evacuation of disabled students. A team of staff is trained for EVAC procedures and for emergencies that require reasonable adjustments.</p>	<ul style="list-style-type: none"> <li>Risk assessments undertaken for individual pupils or adults, as required and an Evac Plan in place.</li> <li>All Senior Leaders and office staff fire marshalled trained</li> <li>Evac chair purchased, when required, ad staff are trained.</li> </ul>	<p>Pupils – Head / SENDCo Adults – HR rep</p>	<p>Ongoing Summer 22</p>	
<p>Classrooms and common areas in school, such as toilets, library and hall are organised to promote the participation and independence of all students and consideration is given to acoustics, space, ventilation, lighting, temperature and gender.</p>	<ul style="list-style-type: none"> <li>Echo boards deployed in all classrooms, intervention rooms (in the annexe) and the hall.</li> <li>Three new screens are fitted in the hall to ensure everyone can access the information being shown.</li> <li>Ear defenders are provided to those children with sensory needs, if required.</li> <li>Children wear PE kit to school on the day of their PE sessions. This ensures less embarrassment for children with body confidence issues, more PE time rather than changing time and no requirement for gender changing areas when children are older.</li> </ul>	<p>Head</p> <p>Head, Site Manger, IT, Ops &amp; Estates SENDCo / teacher</p> <p>Head</p>	<p>Completed</p> <p>February 22</p> <p>Ongoing</p> <p>September 2021</p>	
<p>Improve lift key accessibility and staff training – new keys to</p>	<ul style="list-style-type: none"> <li>School to purchase 3 more keys – as only 2 rooms are upstairs</li> </ul>	<p>Site manager</p>	<p>April 22</p>	

be stationed in the School Office				
-----------------------------------	--	--	--	--

**Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example handouts, timetables, textbooks and information about the school and school events.**

Target	Strategy	Responsibility	Time Frame	Monitoring and Evaluation
Incorporation of appropriate colour schemes to benefit in particular students with SpLD/visual impairment and sensory needs.	<ul style="list-style-type: none"> <li>SEND needs identified with parent, child and previous school. SENDCo informs teacher and different coloured paper, visual timetables provided for the individual.</li> </ul>	SENDCo/teacher	Ongoing	
Research the services available through the LA for translation services and for converting written information into alternative formats.	<ul style="list-style-type: none"> <li>School website converts any document to many different languages, as currently there are over 47 languages spoken by our families.</li> <li>LA interpreters service is used whenever necessary, virtually or in person.</li> </ul>	IT Technician SENDCo / TA with EAL responsibility	Ongoing Ongoing	
Ensure the curriculum fully reflects all aspects of the equality agenda	<ul style="list-style-type: none"> <li>Gain Silver and Gold Rights Respecting Awards</li> </ul>	PSHE leads and RF	Aut 22 - silver Aut 23 - gold	
Promote fully inclusive ethos	<ul style="list-style-type: none"> <li>Environment including books, displays etc reflect full range of different backgrounds – purchase relevant resources.</li> </ul>	Literacy Lead, teacher, SENDCo	Ongoing	