

SEND Accessibility Plan 2019

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Responsible Governor: Suzanne Falkous

Adopted by Governors:

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Context

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 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'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.



Our School vision



Respect, happiness and growth



We welcome all children to the community of Amble First school and work hard to ensure that their time is happy and fulfilling enabling them to grow in every way. Amble First school respects that every child is unique and we are committed to inclusive practice which cares for and supports everyone. We have high expectations of our pupils and we like to celebrate their successes. We encourage all to achieve their best and aim to help them do this by providing a challenging and creative curriculum. We encourage our pupils to care for and respect each other. We cherish the trust that our parents have placed in us and aim for the very best for every child. It is essential that the school and home work together in partnership.

At Amble First school, “Every Child Matters” – we strive to enable our pupils to:

Be healthy;
Stay Safe;
Enjoy and Achieve;
Make a positive contribution and
Achieve economic well-being.

Amble First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report 2019. As an inclusive school, we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners’ needs should be met.

Amble First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

We currently have 110 mainstream pupils from Reception to Year 4, 23 part time pupils in our nursery and 18 part time Toucans (two year olds).

The proportion of pupils (11.8%) with SEND Support is below the national averages (DfE- national statistics Jan 2018- 14.6%) and the proportion of pupils with an Education Health Care Plan (EHCP) is 0.9%, also below the national average of 2.8%.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.



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