



## Rockwell Green Church of England Primary School

# Accessibility Plan

Status:	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor:	Chair of Governors
Approved by the Governing Body:	October 2021
Review Period:	Three Years
Review Date:	October 2024

**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.

Rockwell Green 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. This plan is created in response to the recommendations made in our school's last access audit which took place in July 2016.

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 and publication of equality information for an outline of our full provision to support pupils with SEND.

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.

Priority Area	Actions	Action by Who	Target Date	Success Criteria	Review
To continue to improve provision and outcomes for children with speech and language needs	Implement Oracy policy across the school	DA/all staff	Sept 21 / on-going	There is a whole school approach to Oracy.	
	Implement whole school assessment process within the school to identify children who are not on track so appropriate actions can be taken by all staff	DA/all staff		All children are explicitly taught speaking and listening skills and make the expected progress	
	Speech and language assessments using Language link are carried out for those children who are not on track and if they continue to be after targeting then a speech and language referral may be made	FR / KE/LR/ all staff		Early identification of children with speech and language needs is embedded across the school and appropriate provision in place	
	The school SENDCo to complete the BPVS assessment with all Reception starters to identify both expressive and receptive needs	FR	Oct 21		
	The Rockets Pre-school to continue to use the Wellcomm Trust Toolkit to identify needs and provide appropriate provision for all	All Rockets staff	Sept 21 / on-going		
	Rockets staff to use learning from the 'Interacting or Interfering' book written by Julie Fisher to improve interactions and language and communication skills within the setting	All Rockets staff			

