



The Flourish Federation

ACCESSIBILITY PLAN

Ratified	21 st March 2024	Review	March 2027
----------	-----------------------------	--------	------------

The Flourish Federation provides a nurturing and inclusive learning environment that enables every child to thrive with an expectation of high academic standards for all. We are committed to providing a balanced, accessible and inspirational curriculum which builds on prior knowledge and fosters a lifelong love of learning. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

This will be reviewed every three years by the Governing Body.

Definition of special educational needs

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

The SEND Code of Practice 0 to 25 Years (DfE, 2014) 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.*
- Are under compulsory school age and are likely to fall within either of the definitions about when they reach compulsory school age or would do so if special educational provision was not made for them.*
- Many children and young people who have SEN may have disability under the Equality Act 2010 – that 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 provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required but the Equality Act 2010 they will be additionally covered by the SEN definition.*

The Flourish Federation has adopted this accessibility plan in line with the federation's Special Educational Needs and Disability (SEND) Policy with the aim of ensuring that our federation is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.



The Flourish Federation

ACCESSIBILITY PLAN

Ratified	21 st March 2024	Review	March 2027
----------	-----------------------------	--------	------------

Our SEND Policy outlines the federation's provision for supporting pupils with special educational needs and disabilities, and the federations Equality Policy explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the schools and access to information particular to pupils with SEND. This accessibility plan provides an outline of how the federation will manage this part of the SEND provision.

Please refer to our SEND Policy for an outline of our full provision to support pupils with SEND.

The federation's SEND Policy and Equality Policy can be found on the Flourish Federation website.

The headteachers, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the federation in a number of areas and the relevant timescale for actions to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority Area	Short Term	Outcome	Medium Term	Outcome
Staff Training				
1) Pupils with medical needs are fully supported.	Provide appropriate first aid training for all staff including Midday Meal Supervisors.	All staff are able to fully meet the requirements of children's health needs.	Updated training and support in line with Health Care Plans.	All teachers/ TAs are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
2) Staff supporting pupils with specific disabilities are trained appropriately.	The following training for specific staff as required: • PEG training • Diabetes training • EpiPen training	Designated staff members are able to fully meet the requirements of disabled children's health needs.		
3) Staff have a good understanding of the SEN Mainstream Core Standards.	A copy of the SEN Mainstream Core Standards will be kept in the staff room and on the share drive for all staff to access.	Staff are familiar with and understand the role the SEN Mainstream Core Standard's play in schools.	SEN Mainstream Core Standards are used as part of the personalised plan process	Staff confidently use the SEN Mainstream Core Standards as a working document to



The Flourish Federation

ACCESSIBILITY PLAN

Ratified	21 st March 2024	Review	March 2027
----------	-----------------------------	--------	------------

	Whole staff training on SEN Mainstream Core Standards.		to support provision.	support provision.
Teaching and Learning				
Staff embed the SEN Mainstream Core Standards into their daily teaching.	A copy of the SEN Mainstream Core Standards will be kept in the staff room and on the share drive for all staff to access. Whole staff training on SEN Mainstream Core Standards.	Staff are familiar with and understand how they can use the SEN Mainstream Core Standards to support the teaching and learning of pupils in their class.	SEN Mainstream Core Standards are used as part of Pupil Progress and Provision Map Meetings to support provision.	Staff use the SEN Mainstream Core Standards confidently to support the teaching and learning of pupils in their class, meeting the needs of individuals.
Opportunities for children to see positive role models with disabilities.	Visitors to the school portray a positive image of people with disabilities. To celebrate the successes of SEND pupils inside and outcome of the federation environment.	Higher profile for celebrating inclusion and links to British Values but celebrating Great British names such as Ellie Simmonds, Paralympic swimmer and Darran Challis, Invictus Competitor.	To deepen pupils understanding of disability.	All pupils are sensitive to the needs of others with disability and show kindness and respect. Children with disabilities within the federation feel safe, valued and confident.
Ipads, tablets and laptops are used by pupils with SEND and those who would benefit from them with injuries/ physically disability.	Gather and record information relating to disabilities and needs of pupils and record in Pupil Passports. Ensure Ipad / tablet /laptop availability to those pupils who would benefit from accessing them.	Children with SEND or physical disabilities have their needs recognised and Ipads and tablet apps and programs are identified to help them such as Speech to text.	Technology helps children to progress in their learning.	Children with SEND or physical disabilities use technology to support their learning and develop their skills using this.
Timely and effective interventions are	To monitor pupil's attainment and progress both	Interventions will support children to address gaps		Barriers to learning will be reduced or



The Flourish Federation

ACCESSIBILITY PLAN

Ratified	21 st March 2024	Review	March 2027
----------	-----------------------------	--------	------------

used to promote participating in learning, wellbeing and good progress.	academically and holistically (Leuven scales). Put targeted interventions in place.	in their knowledge.		removed, enabling children to achieve their full potential.
School Ground & Learning Environment				
External steps are marked with high visibility yellow paint.	Site manager checks that all external step edgings are highlighted with high visibility yellow paint. Checked yearly.	Improved safety for all users of the schools especially visually impaired.	Actioning results of Site managers checks.	Continued improved safety for all users of the schools especially visually impaired.
Classrooms areas are accessible to all pupils using additional physical aids (i.e. Wheelchairs)	School leaders carry out risk assessments for individual pupils.	Pupils can access all areas of their classroom.	Class teachers and TAs ensure resources are accessible to pupils in their classroom/ outdoor area.	Pupils can access resources in side their classroom and in the outside areas.
Children are all able to evacuate the school safely in the event of a fire or other emergency.	School leaders create a Personal Emergency Evaluation Plan for any pupil with a disability that affects them leaving the school building.	All pupils have a clear plan for leaving the building safely in an emergency. All staff working with the pupils are aware.	Pupils' Personal Emergency Evaluation Plans are updated yearly or where changes are needed.	Children are all able to evacuate the school safely in the event of a fire or other emergency. Staff are clear about changes made to pupils plans.
Information for Pupils and Parents				
Information provided to parents is accessible to all and support to access this is given where needed.	Information is sent out via our online communication platform 'Class Dojo' which allows print to be enlarged. Different coloured backgrounds are available on request.	Parents can access school information easily.	If parents have difficulty accessing written information provided by the school, the school will provide alternative communication i.e. verbal.	Barriers are lessened or removed for parents accessing information provided by the school. Parents feel supported.
Pupils with SEND or disabilities have	Children understand what	Children use resources in	Children can identify	Children are more



The Flourish Federation

ACCESSIBILITY PLAN

Ratified	21 st March 2024	Review	March 2027
----------	-----------------------------	--------	------------

a good understanding of what is available to support their learning.	they can use to help them learn in their classroom environment. (sound mats, working wall).	their classroom to help them learn.	strategies to help them achieve their next steps.	independent in their learning and take ownership of their progress.
--	---	-------------------------------------	---	---

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.