

Misson Primary Accessibility Plan

Definition of special educational needs

In this plan, '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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

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.

Misson 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.

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** for an outline of our full provision to support pupils with SEND.

Misson Primary School actions to ensure pupils with disabilities can access the curriculum alongside their peers:

- Increase the extent to which disabled pupils can participate in the curriculum.

- Teaching Assistants will be trained in use of lifting and handling when appropriate to ensure all disabled pupils are fully integrated into the curriculum. Training will be updated regularly.
- Improve the physical environment so disabled pupils can take better advantage of education through 'reasonable adjustments'
- Ensure that all teaching staff and governors are fully aware that they have a responsibility to make reasonable adaptations to enable pupils with SEND to access the curriculum and achieve their full potential.
- Misson Primary will consult with the local education authority to meet this duty through the provision of specialist support and advice and where appropriate by making physical adjustments to the fabric of the school.

Full details of 'reasonable adjustments' guidance for schools can be found on the school website.

This accessibility plan has been written alongside Nottinghamshire County Council Accessibility strategy. Full details can be found on the link below:

<http://www.nottinghamshire.gov.uk/dmsadmin/Document>.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____	Headteacher	Date:
<i>S. Reynolds</i>	SENCO	Date: ..22/2/23.....
_____	Send Governor	Date: