



# Accessibility Plan

## Albert Village Primary School

Issued	2024
Adopted by LGB	October 2024
Next review date	November 2025
Subsequent review date	November 2026

**Date of Review: TBA**

Approved by Governors 18<sup>th</sup> October 2024

Signed on behalf of the Governing Body: A Woodman

## **Introduction**

Under the Equality Act 2010 schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) They have a physical or mental impairment and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual, or the Headteacher. At Albert Village Primary School the plan will be approved by the Governing Body and monitored by the Headteacher.

At Albert Village Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support our Equality Objectives, and will be published on our website. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## **Aims**

### **Our Aims are:**

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to parents

## **Current Good Practice**

We ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability via communications and discussions with parents/carers.

We ensure disabled pupils are able to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

## Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability or SEN.

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>				
To liaise with feeder nursery and pre-school settings to review potential EYFS intake for August	To identify pupils who may need additional to or different from provision	Summer Term	HT SENCO	Procedures/ equipment/ideas in place by Sept
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with Equality Act 2010	Ongoing	HT All Subject Leaders	All policies clearly reflect the inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All Teachers Learning Mentor	Clear collaborative working approach
To establish close liaison with agencies for pupils with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	HT/SENCO Learning Mentor Outside Agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	Outside play visits; employment of specialist staff, CPD for staff	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice.

Tasks/Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Medium Term</b>				
To review attainment of all SEN pupils	SENCO/class teacher meetings/pupil progress  Scrutiny of assessment system  Regular liaison with parents	Termly	SENCO Class Teacher	Progress made towards IEP Targets  Provision mapping shows clear steps and progress made

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Long Term</b>				
To evaluate and review data termly and monitor pupils progress.	See above	Annually	SLT, Core curriculum coordinators  Governors	All children making good progress

To deliver findings to the governing body	Governor Meetings	Annually	SLT, SENCO	Governors fully informed about SEN provision and progress
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**To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>				
Improve physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all pupils	Colourful, lively displays in classrooms, halls and corridors.	Ongoing	Teaching and Non-Teaching Staff	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	Create access plans for individual disabled pupils as part of IEP process where necessary	Ongoing	Teaching and Non-Teaching Staff  SENCO	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	Ongoing	HT/SENCO Learning Mentor Occupational Health ABM	
Ensuring disabled parents have every opportunity to be involved	Adopt a more proactive approach to identifying the access requirements of disabled parents  Offer a telephone call to explain letters home for some parents who need this support.	Ongoing	Whole School Team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

	Arrange interpreters from the RNID to communicate with deaf parents where required			
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Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Long Term</b>				
Continue to develop facilities	Look for funding opportunities	Ongoing	Whole School Approach	Inclusive child-friendly areas
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages/letters/text	Ongoing	School Office	No accidents

**To improve the delivery of information to disabled pupils and parents.**

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>				
Parents with hearing impairments	Regular communication with parents  Interpreter provided for parents evenings/annual reviews where need is identified	Ongoing	Class Teacher  SLT	Two way communication in place.
To enable improved access to written information for pupils parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments  Ensuring availability of large font and easy read texts in books within the library and classroom where identified	Ongoing	School Office  Learning Mentor  SENCO	

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Medium Term</b>				
To enable improved access to written information for pupils' parents and visitors	Investigate symbol software to support learners with reading difficulties.	Summer Term	HT SENCO	

To review children's records to ensure schools awareness of any disabilities	Information collected about new children	Annually	HT	Each teacher/staff member aware of disabilities of children in their classes
	Records passed up to each class teacher		HT	
	Annual reviews		SENCO	
	IEP meetings		Office Staff	
	Updated medical forms for all children		Outside agencies	

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Long Term</b>				
School record system to be reviewed and improved where necessary	Record keeping systems to be reviewed	Continual review and improvement	SLT School Office	Effective communication of information about disabilities throughout the school.