

Accessibility Plan 2022-2025

Norman Street Primary School



Approved by Governors:

Chair of Governors: Rev K Teasdale

Acting Headteacher: K Hodges

Date: June 2022

Review Date: June 2025

This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act (SDA).

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through the statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities

For the purpose of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day to day activities' include everyday things like, eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness.

In addition, there is a range of 'hidden impairments' such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather is the effect on the pupil's ability to carry out normal day to day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on school and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

At Norman Street Primary School we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- Improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) Policy.

The Action Plan for physical accessibility relates in part to the Asset Management Plan) access section) of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new plan for the following period.

Norman Street Primary strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospect pupils with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the EYFS curriculum and National Curriculum Framework which underpin the development of a more inclusive curriculum
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

6. CONTEXTUAL INFORMATION

- Norman Street Primary School is set in the heart of Carlisle. It has an intake of 50 pupils per age group. The school is almost full with 332 pupils currently on roll. There are lower numbers in the reception and year 1 classes due to declining numbers in the local area.
- Traditionally the socio-economic profile of the immediate area is average on the School Deprivation Indicator compared to the national figure.
- Eligible FSM is slightly above the national average and has increased since the covid pandemic. We have 1.2% of pupils identified as Previously Looked After and 21% on roll identified for Pupil Premium funding.
- Child protection concerns are average. Currently 2 pupils on a Child Protection Plan, 5 children at Child in Need and 12 at Early Help support.
- SEN support and EHCP figures are slightly above National average.
- We have a clear and active role in our community and work closely with Carlisle City Council and PCSOs.
- Mobility of pupils remains low statistically and stable. Pupils who transfer to another school is usually based on house moves or parent job allocations. We have recently had an influx of new children joining us from overseas.
- Strong partnership with local schools in Cluster especially for Headteacher, Deputy, SENCo and teachers. Joint sharing of expertise, moderation and CPD.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Norman Street Primary School:

- Has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- Is committed to identifying then removing barriers to disabled students in all aspects of school life;
- Values the individual and the contribution they make to all aspects of school life;
- Respect is given to everyone;
- Will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- Acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- Will continue to focus on removing barriers in every area of the life of the school;
- Is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- The school identifies the number of students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired, physical mobility problems (non-wheelchair users), visual impairment, Asperger's Syndrome, ADHD, autistic, epileptic, Type 1 Diabetic.
- Our annual development plan takes into account the needs of our diverse student population as well as the need of its wider community.
- Students with a disability currently in feeder nursery/primary schools may wish to come here are identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- Liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- Implement a system that allows parents to inform us if they themselves have a disability, i.e. induction/home visits;
- Identify early on in their school career any obstacles to the effective learning of disabled students;
- Use all available data to inform the planning of individual student learning patterns;
- Use all information supplied via LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community;
- Audit regularly the school's strengths and weaknesses in working with disabled pupils, taking into account the view of parents and pupils and provide action plans to improve access to the physical environment, curriculum, and information;
- Ensure staff and governor awareness of Equal Opportunities is high;
- Audit exclusions, attendance, outcomes and participation in school events for disabled pupils.

7.3 Views of those consulted during the development of the Plan

Norman Primary School will:

- Ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and LA Admission Policy and ensure that Norman Street Primary School provides the best choices for students wanting to enrol here;
- Consult the full governing body/SEN governor/relevant sub-committee;
- Consult staff including specifically SENCo;
- Set up a structure to allow the views of students, both able and disabled to be taken into account;
- Survey parent/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- Involve outside agencies who already exist to assist disabled students in their education and future careers;
- Ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders, e.g. ensuring full access to school life and managing changes with pupils/families with autism.

8. Scope of the Plan

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with all relevant stakeholders.

The school plans to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts.

Access to the curriculum has been improved through devising and implementing appropriate staff training and development of Teachers, Teaching Assistants and SENCo. This is monitored and evaluated by teachers, school managers and governors through evaluation sheets/skills review surveys.

This strand of planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

We plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that we are planning and preparing to respond to the particular needs of individual pupils.

Governors through Teaching, Learning and Wellbeing Committee will identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:

- Consideration of whole school ways of increasing participating in activities such as after school clubs, leisure and cultural activities, as well as out of school visits, particular for difficult to include pupil groups, such as those with physical or behavioural challenges;
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- Ensuring pupils have a voice in decisions that affect them;
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.

8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- Improve accessibility points to different curriculum areas;
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

The school works with Cumbria LA to evaluate the building and identify future priorities which are consistent with the aims of the Accessibility Plan. This is then passed to Finance, Staffing and Estates Committee to implement the actions. Funding is sourced through DFC and LCVAP with commitment from the Governing Body.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained school, such as our school, the provision of a special piece of equipment or extra assistance will generally be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing Body will consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilets, changing facilities and consideration of the impact of signs, colour schemes and colour contrast lighting, heating etc;
- Changes outside of the school building e.g. provision of disabled parking etc;
- Management and organisation issues such as maintenance of lights, fire alarms, appropriate to those with hearing impairments etc;
- Increased access to and maintenance of auxiliary aids, ICT apparatus such as computer hardware/software;
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems;
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the grounds.

- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on school funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.

Norman Street Primary School will strive to:

- Produce all school literature at the correct font size to help visually impaired students;
- Investigate alternative ways of providing access to information, software and activities;
- Investigate ways of communicating effectively with disabled parents and carers and other disabled users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Headteacher will prepare an information plan consistent with the aims and objectives of the Accessibility Plan and will monitor the plan and report on it to governors.

The part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print, and also the provision of information orally through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred format.

The Governors may wish to decide how this is to be achieved, perhaps by:

- Informing readers that school published material is available in a selection of formats, e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meets etc.
- Identifying how they have considered the readability of information including that provided by the school website and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

8.4 Financial Planning and Control

The Headteacher, together with the Finance, Staffing and Estates Committee, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Norman Street Primary School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

Monitoring

Norman Street Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. The monitoring will be led by the Headteacher and Inclusion Leader in regular pupil progress meetings and actions will be identified and implemented.

Governors will comment in their annual report to parents on the Accessibility Plan and identify any revisions as necessary:

Evaluations may include;

- Success in meeting identified targets;
- Changes in physical accessibility of school buildings;
- Questionnaires, responses from stakeholders e.g. parents, pupil and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities;
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher level of educational inclusion.

The role of the LA in increasing accessibility

The LA has supported the school to achieve successful implementation of their Accessibility Plan by:

- Providing contracts with the limited services available;
- Providing training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. Dyslexia, Autism awareness, Access and Inclusion for the Hearing Impaired, attendance on courses, use of County Council provided information etc;

- Promoting collaboration through the provision of information aimed at sharing good practice;
- Encouraging liaison between special and mainstream schools to share expertise and pupil placement;
- Ensuring that schools are aware of support services that provide advice to schools and staff;
- Providing specialist help to identify ways forward in increasing the inclusion of all pupils;
- Linking building adaptations to refurbishment and capital building works;
- Informing schools how information can be provided in a number of different formats.

9.4 Accessing the School's Plan

This will be done through:

- Presentation in a section on the school website open to all visitors to the site;
- Mention in the Headteacher's newsletter of the availability of the plan.

We will ensure that the plan is available in different formats and languages where requested.

The school will achieve successful implementation of the Accessibility Plan with continued support in the areas of:

- Providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion'
- Providing targeted training for particular groups of pupils/staff;
- Promoting collaboration through the provision of information and the sharing of good practice;
- Encouraging liaison between other local schools including special schools;
- Seeking support/advice from outside the school, from services, other agencies and organisations;
- Ensuring that Norman Street Primary School is aware of all support services that provide advice to schools and staff.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policies
- Single Equality Scheme, Policy/Objectives
- School Improvement Plan
- Staff CPD log
- Governor training/Development Plan
- Health & Safety Policies
- Special Educational Needs Policy & Action Plan
- Educational Visits Policy
- Whole School Behaviour Policy
- Asset Management Plan
- LA Complaints Policy

Norman Street Primary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

Headteacher/SLT/SENCo

- Full Governing Body/SEN Governor
- Staff (teaching and support)
- LA Building Project Managers for extension

The plan was approved by the Governing Body on

Date of Accessibility Plan MARCH 2023

Date for next review MARCH 2025

Senior Member of staff responsible for the Plan Mrs Hodges, Acting Headteacher

Governors & Committees responsible: Chair of Governors with the Vice Chair of the Governors, the Senior Management Team and the Chairs of:

- *Teaching, Learning and Wellbeing Committee*
- *Finance, staffing and Estates Committee*

ACCESSIBILITY PLAN 2023-2025

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement
All out of school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out of school and extra-curricular provision to ensure compliance with legislation	All out of school and extra-curricular activities will be conducted in an inclusive environment including wider range of clubs available with providers that comply with all current and future legislative requirements	Report to FGB in HT report annually	Increase in access to all school activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Class Teacher Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum/learning
Visual representations supporting pupil knowledge	CPD to staff regarding vocab widening to include visual representation to support e.g. in displays, on slides on smartboard, on worksheets when used	All pupils able to gain deeper and wider vocab knowledge supported by meaning and images to allow access to understanding	Ongoing – revitalised September 2021	Increased vocabulary knowledge which leads to academic success
Staff use scaffolding and pre-teaching strategies to ensure access for all across the curriculum, with resources in place to match needs of children	TA policy to be written along EEF recommendations for deployment. Quality first teaching utilising resources and giving more opportunities for active learning.	All pupils develop independence and resilience through a consistent TA deployment and resources able to give the best opportunity for learning	Ongoing	Increased access to independent learning and raised confidence thereby raising resilience
EHCP pupils having reasonable adjustments allowing for access to the curriculum	Individualised curriculum Effective STA deployment Individual workstation when required and use of snug area as a safe area	Pupil learns knowledge matched to age-related curriculum and engages with learning	ongoing	Smooth transition to new class and moving forwards to secondary school

ACCESSIBILITY PLAN 2023-2025

IMPROVING THE PHYSICAL ENVIRONMENT

Access Report Ref.	Item	Activity	Timescale	Cost £	Responsibility
	Sensory pod	Timetabled to support the needs of identified pupils.	Came into use March 2023	£12,000	HT/ SENDCO

ACCESSIBILITY PLAN 2023-2025

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will made itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes. Most information will be sent to families via our school email notification system. Text messages via Teachers to Parents supports the email communication. Hard copies are available at parent request and majority of letters available on the school website	Ongoing	Delivery of information to pupils improved
Survey parents/ carers as to the quality of communication to seek their opinions as to how to improve	Continue with at least annual survey to parents regarding quality of communication amongst other areas	School is more aware of the opinions of parents and acts on this	Annual	Parental opinion is surveyed and action taken appropriately and reported to full governors.