

Accessibility plan

Alder Grove CofE Primary School



Alder Grove
Church of England Primary School

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This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all employees of the Trust.

1. Aims

Our Trust and our schools are inclusive and welcome to all and aim to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind.

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

- To ensure that the school retains a culture of advancing equality both in its policies and its practices.
- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs.
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups.
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination.
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

The following list covers some of the main ways in which we seek to implement our responsibilities to ensure equality within school.

1. Whenever the governing body reviews policies in school, we always take into account any relevant equal opportunity implications. Where relevant, the details of equal opportunity considerations will be specifically identified. The school's key policies are kept updated on our website, and all our policies are available by request at the school office.
2. We regularly analyse the progress and attainment of all children in the school, including the progress and attainment of specific pupil groups. Where we identify significant variations between the children who share a protected characteristic and children in the school generally, we then explore the reasons behind this. It is important to ensure that children in particular groups are not being inadvertently disadvantaged, but it is equally important not to assume that the discrepancy is necessarily a consequence of a particular characteristic. This means that we look at children individually, and examine why the discrepancy is showing up, so that we are best placed to support children in the way that is most appropriate for them. We also recognise that each child is an individual, composed of a multitude of characteristics, and their inclusion in one or more protected characteristic groups should not be seen to define them without reference to everything else that goes to make the whole child.
3. All aspects of the curriculum are open to all children, and we will always make adaptations where necessary to accommodate the particular needs of a child or group of children.
4. We model the British values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves. When a child demonstrates intolerance or disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate. In line with our teaching of the academic curriculum, we believe that education is by far the most effective response to incidents of intolerance or disrespect.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including SEND Provision, Sensory Consortium, joint bids etc

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a curriculum that is delivered by highly skilled practitioners who build appropriate scaffolding for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability 	<ol style="list-style-type: none"> 1. Ensure compliance with DDA and Code of Practice. 2. All staff to know and understand the SMART targets for each EAL, PP or SEN child in their class and be putting required actions into place. 3. Increase awareness and involvement of children and parents in disability issues. 4. School to employ new SENDCO 5. To include pupils with a disability, medical condition or other access needs as fully as possible in the 	<ol style="list-style-type: none"> 1. Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan via staff meetings, guidance notes and governor meetings. 2. Learning walks, pupil progress meetings, inclusion meetings, book looks. 3. <ul style="list-style-type: none"> • Books and resources to reflect a more diverse community, including disabilities. • Awareness raising events within school and the community such as 	<ol style="list-style-type: none"> 1. HoS 2. SLT 3. SLT 4. HoS & Operations Manager 5. SLT & Class Teacher 6. SLT 7. SLT & Class Teacher 8. SENDCO 	<ol style="list-style-type: none"> 1. Ongoing 2. Termly 3. Ongoing 4. Sept 2022 5. Ongoing 6. Ongoing 7. Ongoing 8. Ongoing 	<ol style="list-style-type: none"> 1. School complies with DDA and COP Requirements as judged through governor and SLT monitoring. 2. All IPPs to include SMART targets. Teachers and TAs are able to evidence to SLT how they are meeting/working on these targets. Evidence of pupil progress against their SMART targets and pupils at least maintaining their level as they move up through the school. 3. Disabled children within the school are included at break and lunch time and feel secure within their peer groups. Peer groups have knowledge and

	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>wider curriculum including trips.</p> <ol style="list-style-type: none"> 6. To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision. 7. To regularly review the curriculum and teaching plans to ensure children have access to all parts. 8. Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs 	<p>highlighting and taking part in National days such as Autism awareness day, Developmental Language Disorder Day etc.</p> <ul style="list-style-type: none"> • Timetable of events drawn up to map out year <ol style="list-style-type: none"> 4. School to advertise and employ SENDCO 5. Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. 6. Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school 			<p>understanding of their peers with disabilities. Parents are involved in key decisions made by the school in relation to disabilities via the parent forum.</p> <ol style="list-style-type: none"> 4. School to have new SENDCO in place by Sept 2022 5. All pupils are accessing and experiencing the opportunities available. 6. All pupils are accessing and experiencing the opportunities available. 7. Any review that has happened meets the needs of the current cohort of children. 8. There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to
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			<p>7. Termly on a curriculum review cycle</p> <p>8. Annual training cycle that includes SEND and specific training as identified.</p>			promote awareness for all relevant staff.
Improve and maintain access to the physical environment	<p>The environment is set up to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ol style="list-style-type: none"> 1. Equipment bought to set up new school takes disability into consideration including indoor and outdoor. 2. New school site continues to be fully accessible for all disabilities 3. Regular review of needs for current pupils 4. Personal evacuation plans completed for student and staff 	<ol style="list-style-type: none"> 1. During purchasing of equipment and resources accessibility for all is taken into consideration and a key factor. 2. During school's continual set up in all areas of the school site checked for accessibility. 3. As school numbers increase continually review access arrangements for school EHCP plans to support 	<ol style="list-style-type: none"> 1. HoS, Premises Manager & Operations Manager 2. HoS, Premises Manager & Operations Manager 3. SLT and Class Teachers 4. SENDCO 	Ongoing	<ol style="list-style-type: none"> 1. Children and staff with disabilities have the same opportunity to access equipment at school 2. Children, staff and visitors can access all areas of the school. 3. All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practiced to ensure it can be implemented successfully. 4. All pupils who require a PEEP, have an up to date and properly

		who are identified as requiring one	4. Liaise with parents and other healthcare staff to identify needs and put in place appropriate evacuation arrangements			communicated PEEP which has been practiced to ensure it can be implemented successfully.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	<ol style="list-style-type: none"> 1. School looks into the purchasing of software to support children to access learning and are trained in systems i.e. Communicate in Print 2. New signage around school including visual clues to aid visually impaired and EAL 	<ol style="list-style-type: none"> 1. Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs 2. During purchasing of signage accessibility for all is taken into consideration and a key factor 	<ol style="list-style-type: none"> 1. SLT 2. HoS, Premises Manager & Operations Manager 3. 	Dec 2022	<ol style="list-style-type: none"> 1. Children with identified needs have a greater ability to access information. 2. Children, staff and visitors can access all areas of the school.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by **the governing board**

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Local Offer