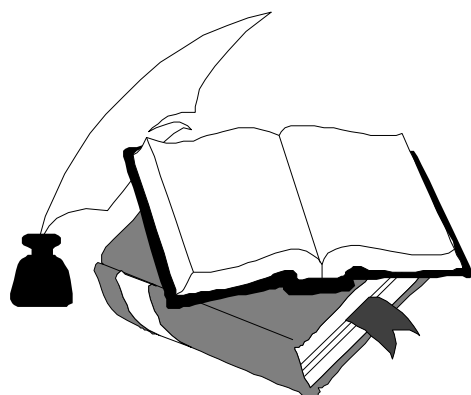


Alderman Payne Primary School



Accessibility Plan 2022 - 2025

Date reviewed:

Next review:

Signed:

Date:



Alderman Payne Primary School

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Alderman Payne Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Alderman Payne Primary School is 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office if requested

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Alderman Payne Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-25. It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- 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 pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Alderman Payne offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed.	Class Teacher SENDCo	Annual review	List of areas staff feel they would like training for.
		Use of ICT equipment	Teachers to be given opportunities to watch practitioner use ICT in lessons.			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
	Enhance current staff expertise	Training for all staff in specific techniques	INSET on dyscalculia, global delay and makaton	SENDCo	Termly as required	Staff can communicate effectively with specific pupils and plan for their needs effectively

Improve and maintain access to the physical environment	Specific children have specific equipment and seating arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs as required	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENDCo	Every September	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	EYFS children currently return from the toilet unaided	To improve the access into the EYFS toilets for new Reception.	Footprints to toilets and back to Reception to be laid to assist a specific pupil	SLT Governors	By Sept Annually	Improved access to EYFS for specific children
Improve the delivery of written information to pupils	Some Staff are aware of Widgit symbols and have received training on using these.	All staff to be trained	Arrange a meeting for untrained staff to support Reception pupils with symbols	SENDCo Class Teacher TAs	Sept annually	All staff fully conversant in symbols.
	Currently only WC have signs.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENDCo	Sept 2022	Signs to be used around school to identity the use of individual rooms.

	Staff are welcoming and happy to invite parents and visitors into school	Improve communication	Ensure school website is kept up to date with LA local offer. Have school prospectus available in different languages if required	SENCo	On going As required	Website up to date Prospectus translated.
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	As required
Signage	No signage in school.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Sept 2023
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school as they are upgraded.	Caretaker SLT	On going to 2025
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	When doors are replaced they will be accessible for all.	Caretaker SLT	On going to 2025
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker SLT	September Annually

Interim review Sept 2024.

Review Sept 2025

DISABILITY EQUALITY ACCESSIBILITY SCHEME: ACTION PLAN: 2022-2023.

This scheme sets out the steps we will take that will result in improved outcomes for disabled children, parents/carers and staff in all aspects of school life and in the wider community.

The action plan shows what we will do to remove barriers and promote disability equality in all areas by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our School Improvement Plan.

Priority areas identified in the action plan include:

- Access to the curriculum with participation and engagement: to ensure children with disabilities can participate in the curriculum and their views are sought.
- Accessibility: physical access: to improve the environment of the school to increase the extent to which children with disabilities, parents/carers and staff can take advantage of education and associated services.
- Access to information: signpost parents/carers to additional information and services available to them.

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

ACCESS TO THE CURRICULUM WITH PARTICIPATION & ENGAGEMENT:

CURRICULUM AREA	ACTION REQUIRED	SUCCESS CRITERIA	WHEN	VIEWS FROM & MONITORING
1. Behaviour & exclusions	Include reasonable adjustments for children with disabilities.	Behaviour Policy differentiated with reasonable adjustments to meet needs as required. reviewed to incorporate a therapeutic approach using STEP on training	Attend training Sept 2022 Review policy by Jan 2023	HT report to GB on exclusions Parent Council SENDCO Views of disabled children & parents
2. Inclusion & including SEN	Applied to teaching & Learning through careful planning. Develop voice of disabled children & parents/carers.	Differentiated planning evident to meet needs. Views of disabled children and parents/carers informs school provision.	Sept annually	All staff & especially SENDCO, CT & TAs monitor provision for specific children identified. HT reports to GB as required.
3. Anti-bullying policy	Include bullying directed at disabled children. Staff aware of logging of incidents.	Policy refers to bullying which can be directed at disabled children & adults.	Annually as required	HT report to GB & parents SENDCO review policy HT review school brochure
4. Develop positive attitudes	PSHE & SEAL take account of disabled people.	Curriculum raises disability equality issues in KS2	Annually as required	Seek views of children & parents.
5. Data: Admissions	Needs of disabled children & parents/carers are known, including medical issues on admission. Through meetings, ensure	Data collection identifies needs and staff informed. Intimate Care Plan implemented if required. 1 st Aiders informed & any relevant training.	Ongoing	SIMS data collated and shared with all staff & SENDCO, and including new school. Parents are confident to

	these needs are given to new school for effective transition.	Transition successful to meet needs at new school.		disclose information.
6. Data: Assessment & Personalised Learning	Track achievement and attainment. Individual targets for improvement reviewed each term. Monitor attendance & behaviour for any impact on attainment & achievement.	Analysis of data shows children with disabilities making progress in achievement and attainment. Includes other vulnerable groups of children such as Ethnic, SEN, LAC, FSM, Traveller. Individual targets met & reviewed each term. Parents informed & agree.	ongoing	Achievement & progress reported to parent/carer, including individual targets. SB analysis of data informs intervention if required to narrow the gap.
7. ICT	Ensure all children equal access to ICT. Children understand e-safety.	Specific hardware identified and purchased to meet needs of disabled children as required.	ongoing	HT & ICT TA monitor provision and accessibility to ensure equal opportunity.
8. Extended School provision & educational visits	Ensure Risk Assessments completed to meet SEN, disability & medical needs. ensure that all children, Ensure parents/carers or staff can participate in all activities.	Risk Assessments completed and staff organising activities such as clubs and visits are aware of individual needs and actions implemented. Educational visit paperwork completed successfully.	ongoing	HT monitor provision and paperwork completed. Seek views of children and staff to inform future planning.

ACCESSIBILITY: PHYSICAL ACCESS INCLUDING EMPLOYMENT & RECRUITMENT:

BARRIERS	ACTION REQUIRED	SUCCESS CRITERIA	WHEN	VIEWS FROM & MONITORING
1. Additional car parking	Playground to be available for disabled access to rear of school at certain events such as plays & parent evenings if required. And including access for members of the community at school events, such as summer fairs.	Parents/carers and community aware of additional car parking when required.	ongoing	Parent newsletters and posters at events signpost availability of additional car parking spaces on playground.
2. Health & Safety	Complete relevant Risk Assessments. Ensure evacuation procedures are developed to take account of the needs of disabilities.	Risk Assessments completed Evacuation procedures updated to meet needs of children, staff and visitors.	Ongoing	HT report to finance Committee.
3. Staff recruitment	Ensure employment law and regulations in force to ensure equality for all candidates. Safer recruitment qualified personnel on interviewing panel. Ensure reasonable adjustments made for accessibility implications as stated above before interview to ensure equality of candidates.	Equality of opportunity for disabled candidates is implemented. Reasonable adjustments to meet needs and requirements for disabled staff are discussed and actions agreed, including release time for medical treatment.	when required	HT, Finance Committee monitors. Seek views of disabled candidates.
4. Staff CPD	Ensure all staff receive training to meet needs of all children and their individual needs and requirements to fulfil their role.	Individual Performance Management & appraisals identifies training needs of staff for career development.	annually	HT, AHT monitor impact of training.
5. Staff awareness	Ensure all staff aware of policies and procedures, including: Safeguarding & Child Protection, Anti Bullying, Inclusion, Discipline & Behaviour Intimate Care, Safer Code of Conduct, E-safety	Staff aware of procedures and confident to report and log concerns.	ongoing	LT monitor and ensure annual reminders to staff and GB where appropriate.

ACCESS TO INFORMATION & SERVICES

AREA	ACTION REQUIRED	SUCCESS CRITERIA	WHEN	VIEWS FROM & MONITORING
1. Locality	Signpost parents/carers to provision within Locality such as: PSA support - bullying, racial, behaviour, parenting. EWO support - attendance & assistance with long term absence & home tuition. Information sharing (CAF) - different agencies and professionals, including Health & Social Care. SEN support services for children with additional learning needs. Early intervention Family Worker support - parenting, benefits for children with disabilities	Parents/carers aware of support available to them from the Locality.	ongoing	HT & SENDCO to monitor parents accessing provision and support available within the Locality.
2. Adult learning	Family Learning Sessions accessible for all parents/carers.	Disabled parents/carers and members of the community aware of accessibility to these learning sessions.	ongoing	Monitor attendance of disabled adults and seek their views to improve provision. Advertise in village and newsletters.