



# Adderley Primary School

## Accessibility Plan

**Agreed by:** Governing Body

**Date:** December 2023

**Next review due by:** December 2025

## 1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Adderley Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children. 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.

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.

## 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.

### 3. Action plan

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

<b>Overview of Aims:</b>
Increase access to the curriculum for pupils with a disability
Improve and maintain access to the physical environment
Improve the delivery of information to pupils with a disability

<b>Aim:</b>				
<b>Increase access to the curriculum for pupils with a disability</b>				
Current Good Practice:				
<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Increase of support equipment within quality first teaching – through coaching and learning walks</li> <li>• SEND TA per year group</li> <li>• SEND equipment available (pencil grips, ruler holders, shaped pencils etc.)</li> <li>• Staff training led by school SENCO on aspects of inclusion for pupils with additional needs</li> <li>• Addition of mindfulness, pastoral support for those with Social, Emotional, Mental Health Needs</li> <li>• Purchase of IT resources to support pupils with SEND - e.g. specialist apps – Clicker</li> </ul>				
<b>Objectives</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Date to be completed</b>	<b>Success Criteria</b>
To ensure the school is prepared for pupils with a disability.	<p>Audit of SEND training and resource needs</p> <p>Site meeting set up to look at potential work needed to school site to meet individual needs</p> <p>Additional work is completed</p>	<p>SENCO</p> <p>Site Manager</p>	Ongoing	<p>Additional needs identified as and when they occur</p> <p>Staffing adjusted accordingly</p> <p>Building work carried out when necessary</p> <p>Staff aware of pupils needs</p>

				Pupils able to access the curriculum
To ensure all pupils have access to a broad and balanced curriculum.	Curriculum maps are monitored focusing on needs of all pupils in school  Enrichment activities are monitored and accessible to all  Support focuses on pupil needs and targets progress for pupils with SEND  All pupils have access to differentiated curriculum	Curriculum Leads SENCO SLT	Ongoing - Termly	Pupil needs reviewed cyclically as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly  Curriculum reviewed and changes planned if necessary  Support is planned out focusing on need and enables participation of SEND pupils  On-going monitoring of processes
To establish close liaison with parents/carers	Establish regular parent voice meetings for pupils with disabilities  Continue to develop the website to allow parents/carers to view the work of their child  Develop strategies/events across the cluster for pupils with disability	SENCO	Ongoing - Termly	Systems of communication in place  Website, Twitter and Parent Mail is developed further to support communication with parents  Website contains statutory information  Parent involvement inclusion events mapped out  Events are reviewed and future events mapped out
To establish close liaison with outside agencies for pupils with on-going health needs.	Ensure the school is represented at key meetings  Role of SENCO established even further to promote collaboration	SENCO	Ongoing - Termly	Relationships with cluster schools established  Regular meetings set up between SENCO to support identified pupils and families

	SENCO to attend half termly cluster meetings  Continued development of relationship with cluster schools			
To ensure that all staff (including teaching assistants) have access to training with regard to SEND	Identify training needs for TAs as and when needs are presented  Ensure TA have access to appropriate CPD	SENCO	Ongoing - Termly	SENCO to be aware of individual staff training needs  TAs access training where appropriate  Pupils making progress as a result of the training

**Aim:**

**Improve and maintain access to the physical environment**

Current Good Practice:

The environment is adapted to the needs of pupils as required. This includes:

- Ramp (to some areas of the school – more needed)
- Lift (in multistory building)
- Corridor width
- Disabled parking bay (more planned)
- Disabled toilets
- Library shelves at wheelchair-accessible height
- Lighting upgrades across school

Objectives	Actions	Person Responsible	Date to be completed	Success Criteria
To continue to monitor the physical environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future	Site Manager School Nurse SENCO	Ongoing	Premises reviewed regularly by Site Manager and external agencies.  Fully compliant in all aspects of premises health and

	improvements (such as improved access, lighting, and colour schemes, and more accessible facilities and fittings).			<p>safety</p> <p>PEEP in place for Pupils/staff with additional needs</p> <p>Ensure work is in line with Disability guidance/laws</p> <p>All work supports the promotion of equality of all</p> <p>Risk assessments completed for pupils/staff with additional needs</p>
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<p>To conduct parent meetings, liaise with external agencies, identify training needs and establish individual care plans where needed</p> <p>Staff training as and when needed</p> <p>Medical needs register maintained</p>	<p>School Nurse</p> <p>SENCO</p>	Ongoing - Termly	<p>Medical Needs Register is updated – reviewed termly or as and when new pupils arrive/highlighted as having a need</p> <p>Subsequent training needs have been identified and training has taken place</p> <p>Transition meetings take place for pupils moving to a new school/setting</p>
Upgrade the fire bell system to ensure alarm system operates at the suggested decibel level with visual flashing lights	<p>Seek quotes for bell upgrade</p> <p>Compare quotes for bells only and bells with flashing lights</p>	<p>Site Manager</p> <p>SENCO</p>	Summer 2021	Fire bell system updated to ensure in the event of a fire all children are aware.
Begin disabled toilet refurbishment in main building	<p>A raised height WC with extra projection for wheelchair transfers</p> <p>A basin with lever taps to assist users with limited dexterity and five supporting grab rails.</p>	<p>Site Manager</p> <p>SENCO</p>	Summer 2021	Disabled toilet in all school buildings.

	<p>Access door to open outward</p> <p>An emergency assistance alarm system</p> <p>Supporting grab rails to be of a contrasting colour to aid the visually impaired</p> <p>Toilet flush to be of a paddle type design for ease of use.</p>			
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**Aim:**

**Improve the delivery of information to pupils with a disability**

Current Good Practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Pictorial or symbolic representations
- Visual timetable

New website has the translate / font size tool included

Dual-language books purchased for the school library

EAL teacher employed to assess and support pupils who have English as an Additional Language

Objectives	Actions	Person Responsible	Date to be completed	Success Criteria
To translate induction paperwork into the main languages represented in the school.	Translate all the main induction forms into the main languages represented in the school	Office Staff	September 2021	Induction paperwork translated for families to access information.
To ensure website is fully compliant with requirement for access by a person with a visual impairment	<p>Website users can change size of text.</p> <p>Website users can change background colour.</p>	ICT Technician	February 2021	Users of the website can access information using the translate and text tool.

## **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 School Governing Body.

## **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