



**Aldersbrook Primary School**

**Accessibility Plan**

## Introduction

The Equality Act 2010 came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises the current legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

Since September 2002, the Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Aldersbrook Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Attached is an Action Plan showing how the school will address the priorities identified in the plan.

## Aims

At Aldersbrook we value and promote diversity because every child matters. We are an inclusive school and actively seek to overcome the barriers to access and participation experienced by particular groups of pupils.

Our aims in relation to disabled pupils are that:

- all our disabled pupils are able to participate fully in the life of our school, accessing the curriculum and school activities alongside their non-disabled peers;

- our school environment is accessible and welcoming to pupils with disabilities;
- we are able to provide information in any format needed by an individual;
- our staff feel skilled to meet the needs of our disabled pupils;
- staff have high expectations for our disabled pupils;
- our disabled pupils reach their potential, in academic and extra-curricular activities;
- our disabled pupils enjoy their time at Aldersbrook, making friends and feeling fully part of the school community.
- pupils & staff with mental health issues have support & resources in school to ensure they can access the whole curriculum successfully.

### **Information from pupil data and school audit**

We adopt the Equality Act's definition of disability:

'A physical or mental impairment that has a substantial, long-term adverse affect on day-to-day activities'.

We have identified all pupils with special educational needs who may have an additional disability. In addition, pupils with long-term medical conditions are regarded as being disabled.

We analyse performance data for all of these pupils. This helps us to both understand their opportunities and achievements and also to identify any barriers they may face that we could try and overcome.

We will pass data to our pupils' secondary schools and liaise with the SENCo to ensure that the impact of their individual disabilities are taken into account from the start of their secondary school careers.

### **Consultation**

We decided to review our Accessibility Plan alongside the development of our Equalities Policy. The consultation process informed both documents.

We consulted with pupils, staff and parents in the following ways:

- At Parent Consultation events we canvas parents' views and our PSA discusses this with all new parental visitors to the school.
- The SENDCO gathers pupil's views for termly reviews and meets yearly with a selection of pupils with SEN to discuss provision
- A questionnaire is sent to all parents.
- A questionnaire is sent to all staff.
- A questionnaire is completed by all pupils.

- The views of pupils are also gathered via the School Parliament and learning Ambassadors.

### **The main priorities in the school's plan**

The views expressed by those consulted informed the priorities for the school's plan:

#### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

Aldersbrook Primary School has set out the following priorities to increase staff expertise on meeting the needs of pupils with SEN/disability by ensuring there are:

- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.
- Improved teacher liaison with Learning Support Assistants eg assembly joint planning time
- Disability Training to focus on disabilities currently in school.
- Governors aware of the plan and monitoring its delivery.
- Systems to track pupil progress and the effectiveness of intervention programmes e.g. Arbor, regular IEP Meetings, tracking of each intervention

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

Aldersbrook Primary School has set out the following priorities to increase access:

- Resources for the playground during playtimes and lunchtimes
- Multi-sensory room for use by all children
- Small group 'break out' room (Jungle Room)
- Identify specialist resources to help access learning in all curriculum areas

#### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

Aldersbrook Primary has set out the following priorities for providing information for disabled pupils:

- To increase the use of signs and symbols to aid communication (signage, notices, homework and visual timetables).
- Training of staff in use of Makaton
- Enlarged text versions of dictionaries and thesaurus as well as test resources
- To produce visually supported text for all pupils who need it.
- Enlargement of texts and brailled work

### **Management, coordination and implementation**

In order to ensure the implementation of our Accessibility Plan, we have drawn up an Accessibility Action Plan which details our priorities for the next 3 years.

Overall responsibility for the Plan will rest with the Governing Body. The Governors must be aware of the Accessibility Plan in order to monitor the delivery.

The school SENDCo team are responsible for updating, resourcing and overseeing the implementation of the Accessibility Plan.

The Headteacher, together with senior members of staff, will take responsibility for ensuring that relevant aspects of the Plan are incorporated into the school's policies and development plans and acted upon.

All staff are to be aware of the Accessibility Plan and to contribute towards its implementation.

### **Publication and Review**

The attention of parents will be drawn to the school's Accessibility Plan and Action Plan in the school's Prospectus. It will be published on the school's website.

People wanting a paper copy may obtain one by asking the school's office. Requests may also be made for alternative formats.

Aldersbrook Primary School will review and revise its Action Plan annually. Effectiveness will be measured using the outcomes in the Plan. There is a variety of evidence that can be used in the evaluation of the Plan e.g. pupil attainment, staff confidence, parental satisfaction). The evaluation of the Plan will be part of the school's improvement process.

## Aldersbrook Primary School Accessibility Action Plan 2022-23



### Improving access to the curriculum

TARGET	ACTION TO BE TAKEN	BY WHOM	BY WHEN	RESOURCES	EVIDENCE OF SUCCESS
Ensure early identification of barriers to learning.	<ul style="list-style-type: none"> <li>• Regular monitoring of quality first teaching through observations, learning walks and year group meetings.</li> <li>• SEN register of needs regularly reviewed and updated.</li> <li>• Staff training through INSETs</li> <li>• Half termly analysis of pupil tracking data</li> <li>• Pupil progress meetings</li> <li>• All pupils underachieving to be on Record of Concern</li> </ul>	SENDco (external agencies if necessary) Teaching Staff SLT	Ongoing	Tracking data  Record of Concern pupils on provision map and recorded on Arbor as monitoring  Class tracker sheet  Class context sheet for handover of info	<ul style="list-style-type: none"> <li>• Staff awareness of potential learning barriers heightened.</li> <li>• Staff constantly evaluating own performance as seen through planning and Observation reviews.</li> <li>• All pupils achieving higher levels of progress and attainment</li> </ul>

Improved teacher liaison with Learning Support Staff	<ul style="list-style-type: none"> <li>Teachers and LSAs have regular liaison times: assembly group time/ Soft Start/PPA</li> <li>LSAs to have support file with essential pupil information</li> <li>LSAs to complete intervention impact sheets.</li> <li>Inclusion Leader to have regular meetings with LSA staff to update on school info and deliver focused training. (Tues pm)</li> <li>Teachers' T&amp;L file to highlight vulnerable pupils and specific</li> </ul>	SENDco	Ongoing	LSA inset timetable  LSA files  Intervention impact sheets	<ul style="list-style-type: none"> <li>Teachers and LSAs have regular meeting times and so are more knowledgeable about meeting the needs of specific individuals.</li> <li>LSAs help to evaluate pupil progress through intervention impact evaluation sheets which are completed with staff to help improve future provision.</li> </ul>
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	needs on context sheet.				
Raising staff awareness of pupil disabilities, including mental health, and the possible impact on the child's learning.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers and LSAs to have training in relation to disabilities in school and are better able to meet the needs of those pupils.</li> <li><input type="checkbox"/> Emotional Wellbeing Team- to meet every week to discuss needs and look at support in place</li> <li><input type="checkbox"/> Designated Mental Health leader on staff (JB)</li> <li><input type="checkbox"/> Two mental health first aiders on staff.</li> </ul> Emotional Literacy Support Assistants (ELSAs)	SENDco AHT-Behaviour Outreach training support Mental health leader	Ongoing	Staff meeting time LSA release time         Support at home for	<input type="checkbox"/> Improved SEND provision in planning.

	Maintain membership with RNIB			families and access to supportive literature. Opportunities for young person to discuss their disability	A holistic supportive approach for families and child.
Governor awareness of Accessibility Plan and monitoring delivery	<input type="checkbox"/> SENDco to meet with Governors and discuss plan and its implementation. <input type="checkbox"/> To monitor termly the progress of the plan and its effectiveness.	Chair of Governors Equalities link governor	Ongoing	Governors' meetings	<input type="checkbox"/> Accessibility Plan targets are achieved. <input type="checkbox"/> Increased progress for all pupils.
Systems to track pupil progress and monitor the effectiveness of intervention programmes.	<input type="checkbox"/> Whole school pupil data tracking system used half termly to analyse strengths and weaknesses in performance. <input type="checkbox"/> Termly pupil progress meetings to highlight children underachieving and SLT to monitor their work and progress weekly/ bi-weekly <input type="checkbox"/> Collaboratively working with REP and link schools to develop systems to track progress of pupils Engagement Training to be completed Summer 2022-	Assessment Co SENDco SLT	ongoing	Computer software (Arbor)  LSA meeting time  Monitoring timetable	<input type="checkbox"/> All pupils make good progress. <input type="checkbox"/> Areas for improvement quickly identified and actions taken to improve provision for all pupils.



	Support by SEATss to embed training				
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**Aldersbrook Primary School Accessibility Action Plan 2022-23**

**Improving access to the physical environment of school for pupils with disabilities:**

TARGET	ACTION TO BE TAKEN	BY WHOM	BY WHEN	RESOURCES	EVIDENCE OF SUCCESS
<p>Improve playground resources</p> <p>Improve general accessibility around the school.</p>	<ul style="list-style-type: none"> <li>• Increase the amount of accessible equipment the children can play with.</li> <li>• Purchase specialist resources to address specific learning needs</li> <li>• Ensure hazards are removed such as sharp edges, highlighting danger points</li> <li>• Regular sight training according to age and need.</li> </ul>	<p>Head Teacher</p> <p>Phase Leaders</p> <p>SENDco</p> <p>Learning mentor</p>	<p>July 2022</p>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Auditing &amp; reallocation of existing resources</li> <li>• SEND equipment audit</li> <li>• Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Children are amused at playtimes and so less behaviour issues.</li> <li>• Children are able to use multi-sensory resources to improve their learning.</li> <li>• Bus library is accessible to all</li> <li>• Children completely included and independent in their environment.</li> </ul>

To ensure disabled pupils can access extracurricular learning opportunities	<ul style="list-style-type: none"> <li>• Dedicated &amp; targeted club places</li> <li>• Class club register to ensure all children access clubs</li> <li>• Club agreement letter for all club leaders including external clubs- agreeing to equality policies and procedure at Aldersbrook.</li> <li>• Funding for additional 1-1 support to include extra-curricular times</li> </ul>	SENDco SLT Extracurricular leader	Ongoing		<ul style="list-style-type: none"> <li>• All clubs have targeted places</li> <li>• All disabled pupils access extracurricular learning opportunities</li> </ul>
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### Aldersbrook Primary School Accessibility Action Plan 2022-23

#### Improving the delivery of information to pupils with disabilities:

TARGET	ACTION TO BE TAKEN	BY WHOM	BY WHEN	RESOURCES	EVIDENCE OF SUCCESS
To increase the use of signs and symbols to aid communication (signage, notices, homework and visual timetables)	<ul style="list-style-type: none"> <li>• Audit signage around the school.</li> <li>• Visual timetables are used in every classroom</li> </ul>	All Staff	Ongoing	Images	<ul style="list-style-type: none"> <li>• Signage is clear around the school.</li> <li>• Children are able to use visual scaffolding to improve learning</li> </ul>
To produce visually supported text for all pupils who need it.	<ul style="list-style-type: none"> <li>• Visual aids are used as part of differentiation.</li> <li>• Improve understanding of vocabulary create visual scaffolding for pupils</li> <li>• braille machines to be provided by SEATss team</li> <li>• Provide enlarged text for designated pupils</li> </ul>	Teachers	Ongoing	pictures, wordbanks	<input type="checkbox"/> Differentiation in learning and in the classroom environment is evident and of good/ outstanding quality.

	<ul style="list-style-type: none"> <li>• Screen linked to class white board</li> <li>• Work with new Phonics Scheme (SSPF) to ensure resources are accessible for all</li> <li>• Ipad linked to class White board</li> <li>• RNIB membership for enlarged books and books on line</li> <li>• Partially sighted membership</li> <li>• Maintain links with Joseph Clarke (SEATss)</li> </ul>	<p>SENDco</p> <p>Reading Lead</p>			<p>Fully inclusive and independent learners.</p>
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