Accessibility Plan

Version: 1

Date: November 2024

Review Date: November 2025 (annually)

Plan Statement

This plan was written in November 2024.

This plan is to be reviewed every two years, next due by November 2026, or sooner if necessary.

Chair of Governor's Signature	Name
Headteacher's Signature	Name

(Date)

Plan Intention

The overreaching intention of this plan is to ensure all children at Albrighton Primary School are treated fairly and with respect, and are given an equal opportunity to access all aspects of school life, regardless of their disabilities or additional needs. The intention of this plan, therefore, is to improve the extent to which children with disabilities or additional needs can; access the curriculum, navigate the school building and access the information they need.

Aims

Schools are required, under the Equality Act 2010, to have an accessibility plan. Further, schools are required to make 'reasonable adjustments' for children with disabilities to alleviate any substantial disadvantage that a child with a disability faces in comparison to those without a disability.

The purpose of the Accessibility Plan is to show how access is to be improved for disabled children, staff and visitors to the school over time, and anticipating the need to make reasonable adjustments to accommodate their needs wherever practical and possible.

The Accessibility Plan outlines the aims of our school to enable and improve access to education for children with disabilities and additional needs in the three areas required by the Equality Act 2010:

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

In addition, we want all stakeholders (including staff and governors) to be aware of previous and ongoing work to make the school and the curriculum accessible to children with disabilities. When new children join the school, we will consider their needs in relation to this policy.

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

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

The school fully supports any available partnerships to develop and implement this plan.

Complaints

Our school's complaints procedures cover this Accessibility Plan. If you have any concerns relating to accessibility in school, please refer to the school's Complaints Policy which sets out the process for raising and dealing with concerns and complaints.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Other Documentation

This Accessibility Plan compliments and supports other policies, procedures and documentation used in school, including but not limited to:

- Equality and Diversity Policy
- Medical Needs Policy
- Special Educational Needs Policy
- SEN Information Report
- Behaviour Policy
- Health and Safety Policy
- Administering Medication Policy
- Intimate Care Policy
- Fire Safety Policy
- Risk Assessments.

Action Plan

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

Aim	Objective	How is this achieved at Albrighton Primary School?	Time scale	Who is responsible?	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	To understand the specific needs of individual children, including those with disabilities.	• Build strong relationships with all children, and their families, so their needs can be fully known and understood. • Staff are pro-active in continuing to find out as much about children as possible. • Children new to school (including mobile children joining in different year groups part-way through the year, and those starting in EYFS/Reception in Sept) should have their need assessed soon after joining. • Children new to school: meet with children and their families to begin to form a picture of information about them and their needs. • SENDCo to be present for initial school showaround tour for any new starters with potential additional needs or disabilities. • Collect information and data on all children new to school, and review all registration forms. • Information from any previous setting is gathered and reviewed accordingly.	Ongoing	Admin staff SLT EYFS Lead SENDCo All teaching staff	• Awareness around the showaround / induction / enrollment processes. • Additional / SEND needs identified and actioned as soon as possible. • Procedures, training and resources in place as soon as possible (prior to new starters beginning where possible). • Background information is gathered and shared with all relevant staff.

		• Meet with, and follow advice, from external professional agencies when needed. • Invest in quality CPD for specific areas of need, when they arise. • Monitor the progress of children, using regular assessment data, ongoing assessment, teacher assessment, ongoing discussions and termly phase pupil-progress meetings.			
	Teachers adapt the delivery of the curriculum to support the children's individual needs.	• Staff are aware of their responsibility to deliver 'high quality first teaching' that is adapted to meet the needs of all learners. • Staff consider the needs of all children in their class, including those with additional needs or disabilities. • Staff receive high quality CPD on adaptive teaching • Staff share good practice on a regular basis, during phase and staff meetings and across school-wide moderation. • SLT provide opportunities for staff to consider and discuss how different children are supported in lessons. • SLT give subject leaders time to consider, discuss, monitor and evidence how their subjects are adapted to meet the needs of all learners. • Support from the SENDCo.	Ongoing	All staff SENDCo	• Learning across the whole school curriculum is accessed by all children at Albrighton Primary School, including those with additional needs. • Children are supported in the classroom to access all parts of the curriculum. • Advice from external professionals is implemented and being followed. • Subject leaders can evidence how children with additional needs are

		• Consultation and advice with external professionals. • Support and advice within phases discussed during phase meetings.			accessing the curriculum. • Children of all abilities work alongside each other, accessing the same learning opportunities.
	Learning support and interventions	• Data is reviewed and analysed regularly, along with teacher assessments to help inform potential children to target. • Learning support assistants and teaching assistants receive quality CPD on strategies to effectively adapt the delivery of learning opportunities and interventions. • Interventions carefully match individual needs, and aim to make progress towards individual IEP targets where appropriate. • Shared discussion with class teacher (with support from SENDCo if appropriate) including impact of support/intervention and progress made towards targets. This is used to adapt and tailor further support/interventions. • Good quality resources and investment in CPD. • Opportunities to regularly discuss strategies used, how effective they are and to share good practice.	Ongoing	All teaching staff SENDCo SLT	• Children are identified for specific interventions. • Intervention purpose / targets and known (and linked to IEPs when in place), and clear progress is made towards achieving them. • Children are more able to keep up with their peers, and more able to access the curriculum. • IEP reviews show evidence of progress towards individual targets. • Interventions are well resourced.

		• Regular and ongoing monitoring / scrutiny from SLT, class teacher and SENDCo. • Specialist SEND equipment is available to all but directed to specific children where a particular need is identified. The range of equipment on offer is reviewed and improved, to include – fidget toys, chair bands, writing slopes, coloured overlays, pens/pencils, writing grips, sensory regulation spaces and strategies.			• CPD Records show impact of CPD.
	Support from the Learning Mentor	• New arrivals are greeted by the Learning Mentor on first day of school, and supported to settle in. • Target children are identified and supported with pastoral and SEMH needs through carefully planned support. • SLT/SENDCo to support. • Planned CPD for Learning Mentors to support specific areas of need.	Ongoing	Learning Mentor SLT SENDCo	• Children show an increase in confidence and self-esteem. • Record logs of intervention programs and the impact on individuals. • Children are more able to freely and independently access their learning and the wider school life.
	Referral to external professionals	• Refer children to SEND/LSAT specialists where needs are identified that require further, specialist advice from external professional agencies. • Implement advice from specialist external professional agencies, and review regularly, including as part of the APDR cycle.	Ongoing	SENDCo Teaching staff	• Children are identified for professional advice. • Advice is sought from a range of external professionals.

		• Use specialist advice and CPD to adapt whole-school approaches to inclusivity.			• Advice from external professionals is implemented and being followed. • Reasonable adjustments are made, and individual needs are met, meaning specific children can access the curriculum and overcome barriers to learning.
	Rigorous monitoring of assessment data	• Regular data analysis to ensure all children are making the expected progress, including towards their individual IEP targets. • Different pupil groups are analysed to monitor performance and spot trends which require further actions. • Data analysis identifies children to target for further support and/or interventions. • Data analysis informs future planning and identifies areas of the curriculum to target for further support and/or interventions.	Ongoing Termly NFER testing	SLT SENDCo All teaching staff	• Progress is made by all learners. • Progress towards individual targets is made. • Any attainment gaps are narrowing.
	The system for supporting children with medical needs is regularly monitored	• Medical needs are known and understood. • Medical needs are regularly updated and briefed to appropriate staff. • Medical information boards in the staffroom are kept up to date.	Ongoing (review at least termly)	All staff SLT Medical Lead	• Medical records/log are kept up to date. • Medical information displayed in staff room is up to date.

		• Medical training is in place. • Care plans are produced and in place for individual children with specific medical needs, and these are reviewed at least termly. • Medical needs should not be a barrier to learning or accessing the curriculum. • Reasonable adjustments are made to ensure a fully inclusive approach.			• Medical needs are met. • Adjustments are made so children can actively participate in all areas of the curriculum, and wider school life.
	To ensure those with hearing or visual impairments have access to the curriculum	• All staff are aware of specific children with hearing or visual impairments. • Specialist external professional support is consulted in all cases. • Advice and support strategies from external professions are implemented and followed at all times. • School works closely with the Sensory Inclusion Service. • Specific support is given to meet the specific needs of individuals, that is both appropriate and tailored to remove barriers to learning or reduce them as much as reasonably practical if removing them is not possible. • Use of specific strategies to enable access is used at all times and known to all relevant staff. • 1:1 support is available and used where appropriate.	Ongoing As individual needs arise.	All staff SENDCo SLT Medical Lead	• Children can hear what is being said in the classroom, and in the wider school (such as assemblies and PE). • Children can read, or otherwise access, written materials. • Children can access the curriculum and wider school life. • Children are making progress, and meeting individual any targets set. • Recommendations and advice from external professionals

		• Adaptions are reviewed regularly for opportunities to improve whole-school strategies, supporting a fully inclusive approach.			are implemented and being followed.
	To ensure children with English as an additional language have access to the curriculum	• All staff to be aware of children with EAL • Liaison with families, translator and relevant support services. • Gather information and knowledge of children and their families. In additional to that gathered for new starters, seek to find out about the family and their journey (including languages spoken at home, knowledge of home country / background history if new to country). • Reinforce use of English with pictorial / visual prompts, including the use of Widgits. • Support reading with use of books in home language. • Staff are reminded that a lack of English does not mean a lack of ability, and children must be supported to be given the opportunities to succeed. • Staff to build positive relations with children and use their personal interests to adapt their offering. • Staff to learn key phrases in child's home language.	Ongoing As individual needs arise.	All staff	• Children are accessing the curriculum, alongside their peers. • Children's use of English is continuing to improve. • Children are making progress. • Children are happy, engaged and valued members of Albrighton Primary School. • Engagement with families and the wider community is improving.

		• Our differences are celebrated - ensure lessons are planned that celebrate the cultural differences of specific children. • School continues to look for ways to reduce barriers to language and communication, including translating shared information, making the school website translatable into different languages and taking additional time and steps to ensure communications are received and understood, including helping families with completing forms when required. • School is pro-active in engaging families into the wider school life and community events.			
	To ensure all trips, visits or visitors and extra-curricular clubs and activities allow the participation of all children	• Ensure an inclusive approach is built into all school policies. • All staff across school consider accessibility needs for all events, visits and extra-curricular activities planned. • Trips and visits to be organized with inclusive providers with a range of facilities that actively remove potential barriers to accessibility. • Consideration is given to accessibility needs when booking visitors into school, with potential barriers identified and removed where possible, or otherwise reduced, to ensure they are as inclusive as possible.	Ongoing	All staff SLT SENDCo EVC	• Participation from all children. • All children are included in all activities. • No child is prevented from accessing an activity, club or trip due to their individual needs.

		• Teachers identify potential barriers to inclusion and adaptions needed to overcome them. • SLT to monitor attendance and participation on trips, visits and extra-curricular activities, to ensure children are not prevented from accessing.			
Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and / services provided	To provide access for wheelchair users	• Majority of classrooms are on the ground floor. • Ensure all classrooms used are on the ground floor – planned access to suitable classrooms for all learning. • Currently access arrangements are wheelchair friendly – including access to main internal and external routes, doors and pathways. • Seating and desks would need to be height adjusted for the individual child, as would seating arrangements to allow free movement around individual classrooms and learning spaces. • Planning around access to the current Year 5/6 area would need adjustment to allow wheelchair access internally to this part of the building, if required – *depending on individual needs*. • Ramp access to external doors in currently in place.	Ongoing As individual needs arise.	SLT Site Manager	• Wheelchair users can comfortably access the site. • Wheelchair users can access all areas of their learning. • Reasonable adjustments are made to overcome any barriers to access.

		• Disabled toilet access in both buildings.			
	Access to the swimming pool area	• Access to the swimming pool area is wheelchair friendly, but may need modifications depending on individual need. • Modifications may need to be considered to make the swimming pool accessible, this would very much depend on the individual needs of specific children.	Ongoing As individual needs arise.	SLT Site Manager Swimming Club staff	• Wheelchair users can comfortably access the swimming pool area and facilities. • Reasonable, and specific, adjustments are made to enable access to the swimming pool and learning provision, where reasonably practical to do so.
	Access to the outdoor environment	• Large areas of the outdoor area are accessible by wheelchair. • Some aspects of the outdoor provision may need reasonable adjustment to access, depending on the individual needs of specific children. • Staff to consider individual needs to remove as many barriers to accessing specific areas of the outdoor provision as reasonably practical. • Consider the accessibility of OPAL playtime provisions to ensure they are as accessible as reasonably possible.	Ongoing As individual needs arise.	SLT Site Manager	• Wheelchair users can comfortably access outdoor spaces regularly used for learning. • Reasonable adjustments are made to access as much of the outdoor learning space as is practically feasible to do so. • No wheelchair user is prevented from accessing all areas of their learning.

					• Some outdoor areas may not be accessible to all wheelchair users at all times of the year (parts of the field and forest are deep mud during winter months) – instead consider alternative pathways and locations for outdoor learning activities and social play.
Improve the availability of accessible information to pupils with disabilities	To adapt work to ensure all children are able to access and make progress with their learning	• To provide Quality First Teaching, using a range of adaptive teaching strategies, and resources and personalisation techniques to tailor the provision to meet the needs of all children. • Effective use of other adults (including Teaching Assistants and Learning Support Assistants) in the classroom. • Monitoring and assessment from class teacher and SLT. • Opportunities to discuss and share good practice. • Accessible information for parents.	Ongoing	All staff SENDCo	• Children's needs are being met through adaptive teaching strategies and learning support, enabling all children to access the curriculum and make progress.

	To use a range of communication methods to ensure information is accessible.	• Reinforce communication around school with the use of visual representations (such as Widgit symbols). • Ensure visual timetable is clearly displays in all classrooms. • Use of now and next prompts to break down learning into smaller, more accessible chunks. • Use a variety of different communication methods to make sure information is accessible. This includes (where required): internal signage, large print resources, visual prompt, translations and any other specific adaptions to meet specifically identified needs.	Ongoing	SLT SENDCo All staff Admin staff Website Lead	• Children and their families are able to access the information they need about learning and the wider school life. • Communication to families and the wider community is presented in a format that is accessible to all.
	To provide CPD opportunities to cover a wide range of SEND needs.	• Quality staff CPD Program planned out across the academic year, to include SEND training. • CPD Quality assured and based on proven research, theories and latest findings. • Create and develop the role of Assistant SENDCos, with SEND specialisms. • Staff to be given the opportunity to discuss and share good practice. • Support from SLT and SENDCo.	Ongoing	All staff SLT SENDCo	• Information and advice on how to support individual needs is part of CPD program. • Staff can confidently and knowledgably support children.