



Great Alne Primary School

Accessibility Plan



Approved by:

Reviewed on:

Next review due by:

Aims of the Accessibility Plan

Great Alne Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. Curriculum, Physical environment and Information).

A person is regarded as having a disability under the Disability Act (2010) if they have a physical or mental impairment that has a substantial and long-term negative adverse effect on their ability to complete normal day-to-day activities.

This plan aims to:

- Improve the extent to which pupils with disabilities can participate in the curriculum.
- Enhance the physical environment of the school to enable pupils with disabilities to take better advantage of education, facilities and services provided.
- Expand the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate assistance and provision for employees with disabilities to ensure that they can complete their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents.
- The head teacher and staff
- Governors.
- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

Access to the curriculum	Access to the physical environment	Access to information
The governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.	The governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.	The governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities	Dexterity disabilities	Visual disabilities	Auditory disabilities	Comprehension
This includes pupils who use a wheelchair or mobility aid	This includes those whose everyday manual handling of objects and fixtures may be impaired	This includes those with visual impairments and sensitivities	This includes those with hearing impairments and sensitivities	This includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions in which to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and parental preferences.

The actions that will be undertaken are detailed in the subsequent sections of this document.

Curriculum Access

Target	Actions required	Responsibility	Timescale	Outcome	Review
Create effective learning environments for all utilising feedback from pupil groups.	Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need	SEND Team	Autumn 2022	Class teachers have a clear understanding of responsibilities, set targets, and identify training needs for specific needs in their classrooms	Spring 2023
Staff to develop an accessibility checklist for delivering effective teaching and learning opportunities for all pupils.	With staff, identify keyways of adjusting their teaching that will support pupils with disabilities.	SEND Team CTs	Autumn 2022	Resources, including teacher support, are accessible to all pupils. The seating arrangements are suitable for all ensuring the school is fully inclusive.	Spring 2023
Remove barriers to learning	Analyse achievements and attendance of different groups and identify any patterns and or potential barriers. Pupil Questionnaires and SEND Reviews frequently ensure children are receiving the most appropriate support.	SEND Team CTs	Autumn 2022	Maximum attendance in school of all groups. Patterns/barriers to learning are identified and addressed effectively for ultimate impact. Barriers to learning are removed and all pupils are supported in their learning.	Spring 2023
Ensure all school trips and events take into account children with SEND: Forest school trips etc	Needs of pupils with SEND are incorporated into the planning process & the implementation of the event.	CT SEND Team	Autumn 2022 Ongoing	Planning of school trips and events take into account pupils with SEND	Spring 2023

Physical Environment/Premises Access

Target	Actions required	Responsibility	Timescale	Outcome	Review
Ensure all staff are aware of resources available in school to support children with SEND.	Training update of resources available.	SEND Team	Autumn 2022	All children will be provided with the necessary resources and equipment.	Spring 2023
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and/or staff as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bay • Disabled toilet • Laptops/IPads • Steps • Specialised seating • Specialised/individualised resources 	SEND Team	Autumn 2022	Adjustments made so that pupils and staff are able to access the environment.	Spring 2023
Ensure PE curriculum is accessible to all	Alternative exercises/provision during PE lessons to encourage inclusivity. Extra adult support. Adaptations to activities and equipment Differentiation clear on planning	SEND Team CTs External Sports Teacher	Autumn 2022	All lessons will be differentiated, and support provided to ensure that all children can engage and participate at a level appropriate to their specific needs.	Spring 2023

Communication Access

Target	Actions required	Responsibility	Timescale	Outcome	Review
Ensure staff members are trained and confident with use of Communication in Print and it is more widely used in school.	Training on Communication in Print teachers and teaching assistant	SENDCo	Autumn 2022	Teaching staff using Communication in Print confidently. It is evident around school and for personal use of SEND children.	Spring 2023
Ensure that all communication to parents, including the website, considers the needs of our parent community.	Regularly review needs of parents and deliver in formats to meet their needs	SEND Team Headteacher Office Manager	Autumn 2022	All communication is accessible to all parents through a variety of methods (text, phone call, face to face, social media, letter etc.). Teachers to be aware of parental difficulties and communication designed to support this.	Spring 2023
Deliver Homework in alternative formats as appropriate to ensure all children and parents can access	Consider individual children's requirements when setting homework.	SEND Team CTs	Autumn 2022	Homework is accessible to all children and homework requirements remain open ended	Spring 2023
Ensure homework requirements remain open ended to allow children to build upon their strengths and passions.	Ensure homework outcomes are planned to provide open ended conversations at home.	SEND Team CTs	Autumn 2022		Spring 2023

Awareness of Special Educational Needs and Disabilities

Target	Actions required	Responsibility	Timescale	Outcome	Review
Review SEND Policy	Deliver policy to meet the needs of children	SENCO SEND Governors Staff	Autumn 2022	SEND Policy is up to date and appropriate for the current needs of the school.	Spring 2023
Ensure staff are well trained in relevant needs and disabilities.	Design and deliver a SEND training plan to support and enhance staff skills, knowledge and understanding in order to support them to meet the specific needs of their pupils. To continue to develop access to SEND information and training through School SEND Teams Page.	SENCO Headteacher	Autumn 2022 Ongoing	Staff will be skilled, confident and knowledgeable about our SEND pupils.	Summer 2023
Ensure there is a coherent plan to expose children to a range of disabilities to improve awareness, empathy and tolerance	Review PSHE Curriculum to ensure inclusion. Review Assembly Programme and ensure disability awareness in assemblies, invite speakers from local SEND groups: ILEAP, Entrust, Guide dogs Association etc Plan specific awareness days/events/weeks: Neurodevelopmental Week 2023, World Autism acceptance week (march 2023), Deaf awareness week.	SENCO PSHE Lead Headteacher All Staff	Autumn 2022 Ongoing	Children are aware of a range of needs and disabilities, are able to support their peers whilst demonstrating acceptance, empathy and tolerance	Summer 2023