



Accessibility Plan 2019-2024

Policy Review	
Review Schedule	Annually
Review Committee	Governing Body
Date of Last Review	May 2022
Date of Next Review	May 2023

Head Teacher Signature <i>C. Beatty</i>	Date Signed <i>2.5.22</i>
Governor Signature <i>[Signature]</i>	Date Signed <i>12.5.22</i>

Aldwyn Primary School

'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Introduction

Aldwyn Primary has three key duties towards disabled pupils and takes account of the following in doing so - Children and Families Act 2014; Equality Act 2010; SEN Code of Practice 2014 (updated 2015); Disability Discrimination Act 1995/2005; SEN & Disability Act 2001:

- not to treat disabled pupils less favourably 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 ensure access to education for disabled pupils.

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

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: September 2019. To be annually reviewed.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995/2005 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

At Aldwyn Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Aldwyn Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

- asthma
- eczema
- hearing impairment
- bi-lateral cerebral palsy
- kidney disease/ transplant
- allergies / anaphylactic – including those requiring Epi-Pens
- hemiplegia
- diabetes
- autism

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan attached.

Accessibility Plan: 2019 – 2023

The proposed actions below are in order of priority:

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Access to disabled toilet with TA support if needed.	Staff, in pairs, available to change children. Also modified bathroom to promote independence	KS1 SEN TA	In place	Pupils able to access disabled toilet	KS1 /KS2 Communication book
2	Raise staff awareness of disability issues whenever appropriate	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission All school staff.	On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher SLT SENCo Class Teachers TAs Other non-teaching staff
		Promote disability equality via <ul style="list-style-type: none"> ● Staff meetings ● PSHE lessons ● Assemblies Celebrating difference	Whole staff	On-going, termly	Increased whole school awareness of disability issues	SENCo All staff
3	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Educational Visits Co-ordinator. Head Teacher Other relevant professionals e.g. OT	On-going	School trips and residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
4	Ensure that after-school clubs and care provision facilities are accessible for all pupils	<p>Ensure access is available for all pupils including those with physical or sensory disabilities.</p> <p>Provide adult support if necessary.</p> <p>Make physical adaptations as required.</p>	Leaders of after-school clubs.	On-going	After-school clubs and care provision is accessible for all pupils.	Head Teacher SLT SENCo
5	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<p>Consider alternative communication systems.</p> <p>Consider the way in which information is presented to pupils.</p> <p>Consider ways in which pupils can communicate their ideas.</p>	All staff. Subject Leaders. Advisors for sensory impairments. Subject advisors.	On-going	Curriculum is fully accessible for all pupils i.e. use of Mankaton to back up speech acquisition	Head Teacher SLT. SENCo Teachers TAs
6	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	<p>Policies to include:</p> <ul style="list-style-type: none"> ● Content ● Strategies ● Resources 	Whole staff. Subject leaders.	On-going	Policies include provision for pupils with difficulties or disabilities.	Head Teacher Subject leaders.
7	That school building is accessible to all.	<ul style="list-style-type: none"> ● The building has been designed with this in mind. 	Head Teacher		Clutter is kept to a minimum so that all areas are accessible at all times.	Head Teacher Governors