

Alderman Bolton Primary School

Accessibility Plan 2024 - 2027

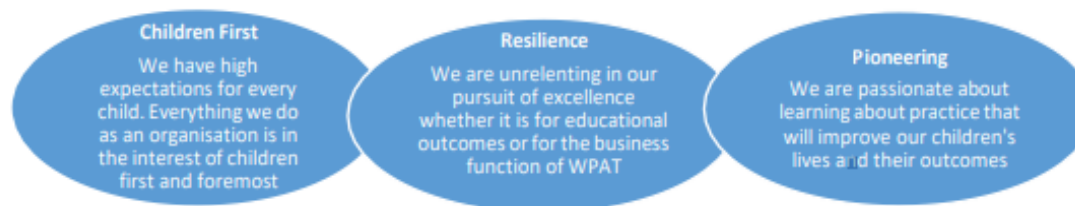
Policy Responsibilities and Review

Policy type:	School
Guidance:	This document meets the requirements of: <ul style="list-style-type: none">• Schedule 10 of the Equality Act 2010• Department for Education (DfE) guidance for schools on the Equality Act 2010• Special Educational Needs and Disability (SEND) Code of Practice
Related policies:	<ul style="list-style-type: none">• Health and Safety Policy• SEND Policy
Review frequency:	3 years
Committee responsible:	Local Governing Committee
Chair signature:	<i>D Proudfoot</i>
Changes in latest version:	n/a

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WPAT Core Principles



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

WPAT and all the staff at its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

WPAT Core Principles are shown above.

The plan will be made available online on the Trust and schools websites, 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 Trust has prepared this plan and supports its schools in the development and implementation of the plan.

We will also work with any agency to achieve the aims of the plan if it helps us adhere to our Core Principles.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

1. Accessibility Action plan

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

Aims	Current Good Practice	Objectives	Person Responsible	Date to complete	Success Criteria
<p>Aim 1.</p> <p>Increased access to the curriculum for pupils with a disability</p>	<p>School organise staff training on curriculum access, assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and adaptations.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Our schools use an effective range of teaching pedagogy to ensure that the needs of all pupils are met.</p> <p>Effective deployment of support staff for research based interventions including pre and post teach sessions.</p>	<p>To identify pupils who may need adapted or additional provision when they enter school.</p> <p>To comply with the Equality Act 2010</p> <p>To ensure collaboration and information sharing between school and families.</p> <p>To ensure collaboration between all key personnel and school council.</p> <p>To create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>SENDCo and class teacher</p> <p>All staff</p> <p>All staff</p> <p>SENDCo and Council Lead</p> <p>SENDCO</p> <p>HT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Wider use of SEN resources in classrooms</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>Clear Collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>

		Update and retrain all members of staff on compulsory training outlined in the induction procedures – e.g. use of Edukey, Rosenshine’s principles of instruction and Clicker 8.	SBM and HT	Termly	
Aim 2. Improve and maintain access to the physical learning environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>Our audit shows that:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Chair lift to allow access to the second floor. <p>Library shelves, classroom desks, internal doors, cloakroom areas at wheelchair-accessible height</p>	<p>Our Audit shows that:</p> <ul style="list-style-type: none"> School car park accessible parking spaces should be created Downstairs accessible WC should be provided. <p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p>	SBM/HT/MO	Summer 2024	<p>IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities including after school clubs and school events.</p> <p>Access issues do not influence recruitment and retention issues</p> <p>Disabled parents/carers/ visitors feel welcome</p> <p>Visually impaired people feel safe in school grounds and in school buildings</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>
			SBM/HT/MO SENDCo	Ongoing	

					All disabled pupils and staff working alongside are safe in the event of a fire
<p>Aim 3.</p> <p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Specialist devices. • School office support and help parents to access information and complete school forms. • Guidance is given to staff on dyslexia and accessible information • Adapted SATs materials provided where required eg large print, coloured paper • Ear defenders, pencil grips, wobble cushions, 	<p>Promote the use of the translation feature on Class Dojo for parents.</p> <p>Engage with the EAL team at the LA to support children with English as an additional language and staff</p>	<p>Office staff</p> <p>HT and SENDCo</p>	<p>Termly and during induction of new pupils.</p> <p>Spring Term 2024 and then ongoing</p>	

	<p>Coloured overlays, etc. provided for pupils</p> <ul style="list-style-type: none"> • Access to translators, sign language interpreters are offered if possible 				
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2. 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 board of trustees / Audit / Local Governing Committee and the headteacher of each school.

3. Links with other policies and Procedures

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions WPAT Compliance Monitoring.