

Accessibility plan

Alderwood Primary School



Approved by:	Local Governing Body	Date: February 2021
Last reviewed on:	February 2021	
Next review due by:	February 2024	

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from January 2021 – January 2024

- Alderwood are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Alderwood Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Maintain or improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as all other pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables and information about the school and school events.

- Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.

- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Handbook
 - Learning by Design
 - Health & Safety

- Equality of Opportunity Policy
- Inclusion Policy
- Relationships and Positive Behaviour Policy
- Anti-Bullying Policy

• The Action Plan for physical accessibility relates to the access of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

• As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

- The Plan will be monitored through the Business Committee
- The school will work in partnership with the Trust in developing and implementing this plan.
- The Plan will be monitored by Ofsted as part of their inspection cycle.
- The Plan will be reviewed bi-yearly

Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE
Increase access to the curriculum for pupils with SEND	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Alderwood offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Our curriculum regularly is reviewed to ensure it meets the needs of all pupils 	<p>Curriculum to be reviewed at Trust level</p> <p>Ongoing training needed for all staff to correctly assess children with SEND</p>	<p>Exec Head</p> <p>Inclusion Lead</p>	<p>Yearly</p> <p>Ongoing</p>
Improve and maintain access to the physical environment	<p>Our environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators and open lifts • Corridor width • Parking bays • Accessible toilets 	<p>Ensure that all accessibility measures are well maintained and are in working order</p>	<p>Premises Manager</p>	<p>Ongoing</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE
<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 	<p>All staff to be trained in using Communication in Print</p> <p>Ensure That staff regularly think about font size and style for resources</p>	<p>ASD Lead Teacher</p>	<p>Jan</p> <p>Ongoing</p>
<p>Access to specialist provision for children with complex needs</p>	<ul style="list-style-type: none"> • Ash and Walnut Classes support children who have a diagnosis of ASD. • Children Are supported by highly trained staff, with a high child to adult ratio. • Curriculum is tailored to their needs and integration into mainstream classes is essential. • ASD Awareness programme – written by staff and shared with all children across the school • Children access sensory circuits, PECs, attention autism, SALT • Children also attend weekly swimming lessons and horse riding sessions. 	<p>Continue high quality provision supporting children with complex ASD.</p> <p>Continued Professional development for specialist staff in order to ensure their knowledge and skills are up to date and regularly refreshed</p>	<p>ASD Team</p>	<p>Ongoing</p>
<p>Maintain good practice around Dyslexia Friendly status</p>	<ul style="list-style-type: none"> • Ensure that all staff are aware of us having Dyslexia Friendly status • Ensure that staff are aware of the principles surrounding good practice 	<p>Inclusion Lead to ensure information is provided within the Class SEND Files</p>	<p>Inclusion Lead</p>	<p>Ongoing</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE
Ensure good practice continues for families with FSW involvement	<ul style="list-style-type: none"> • FSW works with key families to access school and other key services • The success of this involvement is measured by the progress the child makes 	<p>FSW to continue to access high quality CPD in order to best support families</p> <p>FSW to attend regularly supervision meetings with CAMHS link worker</p>	FSW	Ongoing

