



## **Accessibility Plan 2023-2026**

### **Purpose of Plan**

The purpose of this plan is to show how Alexander Hosea Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information, so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Equality Statement**

At Alexander Hosea Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to safeguarding, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics.
- Consider equality implications under review on a regular basis.

It is unlawful to discriminate in the following areas, termed protective characteristics (all safeguarding policies, procedures, systems and actions must take this into account): age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation.

### **Definition of disability**

The Equality Act 2021 states that 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 SEN Code of Practice defines 'long term' as a year or more and 'substantial' as more than minor or trivial. The definition includes sensory impairments and long-term health conditions (eg epilepsy, cancer, diabetes).

## **Aims**

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

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

Alexander Hosea Primary School has high ambitions for all pupils including those with SEND, it facilitates and expects pupils to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **Principles**

Compliance with the Equality Act is consistent with our values and SEN information report.

- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
  - Not to treat disabled pupils less favourably.
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
  - To publish an accessibility plan.

In supporting the needs of children, we

- recognise and value the young person's view and parents' knowledge of their child's disability;
- recognise the effect their disability has on his/her ability to carry out activities;
- respect the parents' and child's right to confidentiality;
- provide all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

In performing their duties, governors have regard to the Equality Act 2010.

### **Information about pupil's additional needs**

Initial information to establish the profile and needs of pupils entering the school is gathered by school staff (in particular EYFS Leader). The information is collated prior to starting school by:

- Pre-school visits/discussions.
- Parent meetings (including home visits). The parents and Teacher (and SENCO as needed) discuss how school could help in addressing the needs of the child.
- Induction meetings.
- Information gathered from previous settings and providers.
- ECHP and consultation paperwork provided by outside agencies/LA.
- Inclusion and Disability form for parents to complete as part of the new starter pack.
- Annual data collection form related to medical conditions.

### **Consultation for Accessibility Plan**

The plan is drawn up based on information supplied by feedback from parents, staff and children and advice provided by outside agencies who visit the site. From annual EHCP reviews, we can collate pupil and parent views about accessibility to curriculum, physical environment and information. Through respectful relationships with pupils with SEND, we would acknowledge their feelings and respond to their views.

The needs of all pupils and staff are considered when planning and delivering all aspects of the curriculum. Each teacher is aware of the individual learning needs of all pupils and this information is used to ensure that teaching matches the learning needs of all children and to feed into class provision maps. The SENCo provided support for Teachers and TAs to continually review and adapt provision to meet children's needs as they change and grow.

### **Links with other policies and procedures**

- Risk assessments.
- Health and Safety policy
- Managing Medical Needs policy
- Curriculum policy
- Special Educational Needs and Disability policy and information report

## **Accessibility Action Plan**

### **1. Increasing access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. Where necessary, outside agencies are contacted for specialist support.*

### **2. Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education. Alexander Hosea Primary School was purpose built on a single level and benefits from a fully accessible outside area. Children have opportunities to play on a concrete playground and field equipped with a trim trail, seating areas and outdoor classroom.*

*There are accessible toilets and on site car parking for visitors with mobility needs (including one disabled parking bay)*

### **3. Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

## **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## **Monitoring**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently, if necessary.

## Accessibility Action Plan

<b>Access to the curriculum</b> <i>This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits</i>					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Monitoring by
<b>Project based curriculum promotes inclusion, diversity and accessibility</b>	Pupil voice and consideration of pupil's individual needs included in project planning process. All groups valued and visible across the curriculum, so that children can see themselves in the provision.	All staff	ongoing	2023-26	SENCo Govs T&L committee
	All staff integrate equalities and accessibility into real life projects. Children can talk about diversity and inclusion and what this means in school and the wider world. Pupils understand the challenges people across the world overcome and how this shapes the world in which we live.	All staff	medium	2023-26	
	Seek opportunities to develop pupils' understanding of personal and organised world views to teach diversity – using big questions as a tool.	Teachers	Medium	2023-24	RE Leader T&L committee
	Curriculum content and resources include people from different races/cultures/world views and those with disabilities. Pupils are familiar with and able to talk about diverse figures from across the globe both now and in the past.	Teachers	Medium	2023-25	
	When purchasing new books and resources, consider inclusivity and positive representation of different disabilities are represented.	All staff	Medium	2023-25	T&L
	Use kinaesthetic teaching and learning strategies (especially for those with specific access needs) in line with development of mastery (eg concrete, pictorial abstract and Boolean strategies in maths).	Teachers	Medium	2023-25	
	Planning for school trips should consider accessibility and a pre-visit review undertaken (on site where possible) to identify potential	Teachers & 1:1 TAs	Short	ongoing	SENCo

	accessibility challenges and plan for safe access for child/adult with disability.				SENCo
<b>Promoting diversity through physical activity.</b>	Regular opportunities for children to engage in a wide range of inclusive sports (including through links with KLB and inter/intra school tournaments such as Festival of Youth Sport).	Teachers and PE Leader	Short and ongoing	2023 -	PE Leader
	Sporting visitors with a disability to lead assembly/class learning session. Using positive examples from Paralympics to promote positive role models in sport.	PE Leader	Medium term	2023-25	PE Leader
	Adapt aspects of PE lessons to include mobility challenges to help pupils to problem-solve and empathise with people who live with mobility challenges.	PE Leader	Medium term	2023-26	PE Leader
	Focused intervention and support (including use of TAs or adapted equipment) to support children to safely access the full curriculum offer.	Teachers and 1:1 TAs	Medium	2023-26	PE Leader & SENCO
	Further develop the inclusivity of sports day, PE lessons and extra-curricular activities to engage all children – including those with mobility or physical development needs	PE leader, Teachers and 1:1 TAs	Short	2023-24	PE Leader and SENCO
<b>Improve quality of provision mapping and measuring impact</b>	SENCo quality assurance and providing tailored support/advice around provision mapping to help children with additional needs to close the gap and make good progress.	SENCo	Medium	2023-25	SEN Governor
	Identification of need for provision maps and outcomes of interventions (including hard/soft evidence) shared with parents – to consider barriers and celebrate success.	Teachers	Medium	2023-24	SENCo
	INSIGHT used to track progress and identify key learning gaps of SEN Support and EHCP children – used to inform future provision and learning.	SENCo	Medium	2023 onward	T&L
	Develop more robust systems for sharing planned provision and its impact.	SENCO and Teachers	Medium	2023-24	T&L
	Support for new teachers to develop effective provision mapping in line with school expectations.	SENCO and new teachers	Short	2023-	T&L

**Access to the physical environment** *This includes improvements to the physical environment of the school and physical aids to access education.*

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Monitored by
<b>Maintain and develop outside environment</b>	Update the playground surfacing around the teepees, so that the surface is suitable for wheeled walking frames/wheelchair.	SBM	Long	2025-26	P&F committee
	Resurface path to provide ramp to outdoor classroom.	SBM	Long	2025-26	P&F
	Outdoor environment monitoring by staff to highlight possible access issues and report to SBM. Continually update 3-year premises plan for P&F committee	All staff	Short	2023 onwards	SBM
<b>Update physical equipment and furniture for children with disabilities</b>	Continually review appropriateness of height/type of furniture as children with disabilities grow and/or needs change. Liaise with other agencies (eg OT) to update equipment and furniture.	SENCo and 1:1 SEN TAs	Short and onwards	ongoing	SENCo

**Access to information advice and guidance** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Monitoring
<b>Training for staff new to the school and refresher for existing staff on dyslexia friendly classrooms</b>	Dyslexia friendly training update for all staff (especially those new to school).	SENCo	Short	2023-24	SEN Governor
	Staff to be aware of all children who have shown dyslexic tendencies on the Nessy screener and consistently provide dyslexia friendly classroom strategies.	SENCO and Teachers	Medium	2023 onwards	SENCo
	Provide appropriate resources (eg coloured overlays/exercise books, learning mats etc) to support children with dyslexic tendencies.	SENCo	Medium	2023 onwards	SENCo
	Increase range and availability of dyslexia friendly reading books	SENCO	Medium	2024-26	SENCO
<b>Continue to monitor information and school policies to ensure that they are free of discrimination</b>	Use staff and governor expertise to systematically audit and disability proof all policies (for words, phrases, procedures and practices) as part of the school's rolling programme of policy review.	Staff and Governors	Short and ongoing	2023 onwards	HT and Governors
	Review the equality review table for policy monitoring and update as needed.	FGB	Medium	2024-25	FGB
<b>Review the disabilities of parents and ensure that information is provided in an accessible format</b>	Review the access needs of parents and liaise with them to consider ways to provide adapted formats for information to meet their needs.	HT	Medium	2023-ongoing	HT