



Accessibility Plan 2020-2023

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

Access to the curriculum <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
Project based curriculum promotes inclusion, diversity and accessibility	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	Short	2020-21	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	2021-22	
	Seek opportunities to develop pupils' understanding of personal and organised world views to teach diversity – using big questions as a tool.	Teachers	Medium	2021	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	2021	
	Carry out an audit of staff knowledge and understanding of disability equality issues. Provide staff training in equality issues to further strengthen culture and ethos in terms of disability equality.	SENCo	Medium	2021-22	T&L
	When purchasing new books and resources, consider inclusivity and positive representation of different disabilities are represented.	All staff	Medium	2021-22	
	Develop kinaesthetic teaching and learning (especially for those with specific access needs) in line with development of mastery (eg concrete, pictorial abstract and Boolean strategies in maths).	Teachers	Short	2020-21	Subject leaders

	<p>Staff training around SALT needs. Develop use of resources to support children with speech and language needs.</p> <p>Planning for school trips should consider accessibility and a pre-visit review undertaken (on site where possible) to identify potential accessibility challenges and plan for safe access for child/adult with disability.</p>	SENCo	Short	2020-21	SENCo
		Teachers & 1:1 TAs	Short	2020-21	SENCo
Promoting diversity through physical activity.	Regular opportunities for children to engage in a wide range of inclusive sports (including through links with KLB and inter/intra school tournaments).	Teachers and PE Leader	Short and ongoing	2020-	PE Leader
	Sporting visitors with a disability to lead assembly/class learning session. Using positive examples from Paralympics/Invictus games to promote positive role models in sport.	PE Leader	Long term	2022-23	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	2021-22	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	2021-22	PE Leader & SENCO
Improve quality of provision mapping and measuring impact	Staff training about updated provision mapping process.	SENCo	Short	2020	SEN Governor
	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	2020-21	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	2020-21	SENCo
	Classroom monitor used to track progress and identify key learning gaps of SEN Support and EHCP children – used to inform future provision and learning.	SENCo	Medium	2020 onward	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
Maintain and develop outside environment	Update the playground surfacing around the teepees, so that the surface is suitable for wheeled walking frames/wheelchair.	SBM	Long	2022-23	P&F committee
	Resurface path to provide ramp to outdoor classroom.	SBM	Long	2022-23	
	Outdoor environment monitoring by staff to highlight possible access issues and report to SBM. Update 3 year premises plan for P&F committee.	All staff	Short -	2020 onwards	SBM
	Assess ridge in entrance to Y3/4 from playground to review ease of access.	HT	Medium	2020-21	SBM
Update physical equipment and furniture for children with disabilities	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
Update fire alarm system and emergency lights	Liaise with LA to update fire alarm system and improve emergency lighting in the main corridor.	SBM	Short	Summer 2021	Project managed by LA

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
Training for staff new to the school and refresher for existing staff on dyslexia friendly classrooms	Dyslexia friendly training update for all staff (especially those new to school).	SENCo	Medium	2020-21	SEN Governor
	Staff to be aware of all children to have shown tendencies on the Nesy screener and consistently provide dyslexia friendly classroom strategies.	Teachers	Medium	2020-21	SENCo
	Provide appropriate resources (eg coloured overlays/exercise books, learning mats etc) to support children with dyslexic tendencies.	SENCo	Medium	2021 onwards	SENCo
Continue to monitor information and school policies to ensure that they are free of discrimination	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	2020 onwards	HT and CofGov
	Review the equality review table for policy monitoring and update as needed.	HT	Medium	2021	FGB
Review the disabilities of parents and ensure that information is provided in an accessible format	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	2021-22	HT