



Ightenhill Primary School

Accessibility Plan

2022-2025
(Under review)



Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. We are committed to providing an 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. Ightenhill Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied 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 and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. 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. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School Brochure will make reference to this Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory). The Plan will be monitored through the Curriculum and the Health and Safety Committees of the Governors. The Plan will also be monitored by Ofsted as part of their inspection cycle.

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

The planning duties of the DDA makes three requirements of the Governing body;

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve 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 for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Health and Safety Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability in Ightenhill Primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial longterm adverse effect on his or her ability to carry out day to day activities' –the DDA definition of disability.

Ightenhill Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as Equal Opportunities Policy.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Leadership Team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Supporting Policies

Equality, SEND, Behaviour and Anti-bullying policies.

Physical Access

Item	Activity	Timescale	Cost
Signage Security access Arrows to aid ASD pupils to walk to and from designated areas	Improve signage around school and ensure it meets the needs of the communities we serve.	Assessed action to be taken when required.	
Furniture arranged to enable wheel chairs to access the foyer.	Area cleared of obstacles.	Assessed and action taken.	
Remove trip hazards. Observe fire exit routes. Increase signage for visually impaired.	Identify appropriate storage for equipment and ensure that items are not left indiscriminately. Governor Health and Safety walk arounds.	Previously assessed and action taken.	
Improve bathroom access in KS1	Smaller toilet in early years with rail.	Completed	
Improve access in KS1	Outside areas re landscaped to allow access to all areas for those with disabilities.	Significant de-cluttering / improved storage outside. New outdoor EYFS provision and work completed	
Improve access from KS1 to KS2 for those with disabilities	Lift	Operating equipment modified and improved. Annual maintenance completed	

Curriculum Access

Item	Activity	Outcome	Timescale	Achievement
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) School nurse, link professionals, inset – Support Plans . Changes in Code of Practice.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT, SMT, Inclusion Manager and SENDCo.	Continuous	Increased access to an appropriate curriculum for all pupils
Revised training for all staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff to attend appropriate training, Current articles from NASEN etc shared with curriculum leaders / staff. Specialist audits completed and advice acted upon e.g visually impaired.	All staff familiar with the criteria for identifying specific needs and how best to support them in the classroom.	Autumn 22	Children with ASD and specific learning difficulties included in all aspects of school life. ASD training undertaken by staff May 23
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation. Care Plans linked to additional needs required for activity.	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases and to accommodate specialist	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities

	chairs.	Clearer visual written text and images for all pupils to access the curriculum. Pupils to find accessing the use of ICT at their level of understanding and visual needs.		
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy HLTA / Teaching Assistants/ Pastoral – Learning mentors effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT, SMT, Inclusion Manager and SENDCo.	Continuous	All pupils are supported to achieve their full potential

Written Information Access

Item	Activity	Outcome	Timescale	Achievement
To develop the Class Dojo and Parent Pay systems to allow information to be sent and received between school and home.	The school will make parents aware of the services available within the systems.	Quicker and more efficient information shared between school and parents / guardians.	Autumn 21 – Ongoing updates	Parents updated frequently on events, trips, clubs etc.
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Advice for specific pupils from the VI audit + specialist involved with the pupils.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues e.g. functional use of language and managing SALT plans	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils

	Other training as required			