



## Alexandra Primary Accessibility Plan

### Our aims

**To allow every pupil to pursue academic excellence**

**To create an environment which is stimulating ,safe and secure**

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extend 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;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### Aims

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

### **Accessibility Action Plan 2014**

<b>Objective</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Target</b>
<b>The Physical environment</b>			
Full awareness of staff accessibility needs and necessary arrangements	Undertake confidential survey of staff ,governors and parents to ascertain access needs and make sure they are met in meetings etc.	DHT, HT, Chair of Governors.	Any building modifications are timetabled
Keep an up to date record of pupil disability and needs including those joining in year or new intakes	Include questions in the confidential pupil information questionnaire given to new starters about parents/carers' access needs and ensure they are met in all events.	Admin, DHT, HT	Any building modifications are timetabled
Ensure stairs clearly defined and marked	Paint edges of stairs with high visibility paint	Site manager DHT	Ongoing
Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children where necessary.	Site manager DHT	Ongoing
<b>Access to the Curriculum</b>			
Assess the needs of Individual pupils in AEN review and Pupil Progress reviews	Plans drawn up and actioned with staff as part of school process	Inc Man	AEN profiles are appropriate
Provide training for teachers and TA's on appropriate support for disabled pupils	Review staff training requirements at performance management. Audit and respond to needs.	Inc Man	Training

Review arrangements for out of school visits. Ensure risk assessments support inclusion of pupils with SEN.	School visits policy to be reviewed	DHT Inc Man	School visits policy reviewed regularly.
Ensure classrooms organized and laid out to support optimum learning for pupils with disability.	Review use of workstations. Ensure all set up with appropriate resources. Checklist for supports/prompts available	Inc man.	Workstations set up for individuals.
Improve signage and external access for visually impaired people	Replace external light bulbs immediately when dud, maintain painted white stripes on edge of all external steps.	Site manager	Painting and bulbs ongoing.
Monitor pupil's absence to ensure curriculum access not affected.	Monitor pupils absence with SEND and systems to ensure there are no gaps in learning.	Inc man Classteacher/AHT	SEN tracking for individuals shows steady or good progress.
Access to assessment considered for all pupils for SEND.	During tests or assessments, scribes and readers allocated for pupils with SEND if appropriate. Extra time or disapplication from tests also considered in consultation with parents children and staff	Inc man. DHT	Tests appropriate/accessible for all.
<b>Improving access to information and signage</b>			
Instructions/signs given in visual format	Signs around school given using visual symbols. Children supported with timetables and learning through use of symbols. All staff to have visual symbols to support pupils learning	Inc Man. All staff	Ongoing
School prospectus and news letters available in alternative formats.	All school information to be available on the MLE or in large print format when necessary.	HT, DHT	Ongoing

Introduce communication passports for pupils with SEND	Communication passports available for improving understanding of need within school.	Classteacher Inc Man	Ongoing
Review emergency exit signage	Review and update emergency evacuation signage. Ensure understood by all adults and pupils	Inc man. Classteachers. Site manager	Ongoing

### **Management of the Plan**

- The governors Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported to the Full Governing Body at least once per year.

Parents/ Carers may request a copy of the Accessibility Plan from the School Office.

Last Reviewed:

Signed:

Joel Brookfield  
Chair of Management Committee