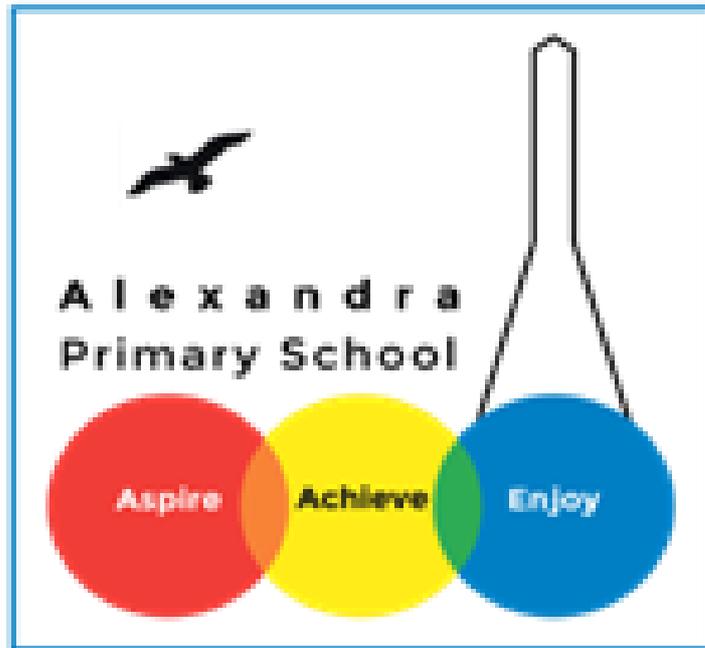


# Accessibility plan

## Alexandra Primary School



Plan for period 2018-2021
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Reviewed by Governors Feb 2018
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### 1. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Alexandra Primary School is 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and will work with Haringey Local authority to ensure compliance.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p>	<p>To ensure that all children make steady or accelerated progress from starting points. To ensure that children have the means to make accelerated progress.</p>	<p>Planning takes account of the varied needs and experiences within the class</p>	<p>SLT</p>	<p>Termly monitoring and feedback by SLT and subject leads</p>	<p>Planning shows differentiation to ensure all children can achieve in the lesson. Pupils named on planning</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>To ensure that concrete and pictorial resources are available to all children in all lessons. To ensure that the use of visuals and artefacts supports understanding</p>	<p>Implement “Maths no problem” with focus on practical resources</p>	<p>SLT and Maths Leader</p>	<p>Start in Jan 2018 . review termly</p>	<p>Practical resources used in all lessons. Children showing secure understanding of mathematical concepts leading to accelerated progress.</p>
	<p>Curriculum resources include examples of people with disabilities.</p>	<p>Opportunities planned into the curriculum map. Annual Inclusion week to be held. School to</p>	<p>Half termly curriculum plans to be monitored by SENCo for diversity</p>	<p>SENCo and all staff</p>	<p>Half termly review/</p>	<p>Evidence of resources representing a wide range of people including those with</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>use Paralympics role models. School to focus on RRSA information.</p> <p>Books/ photographs to reflect all areas of diversity</p> <p>AEN meetings are held termly with parents, teachers, support staff where possible and the SENCo. Children also contribute to the discussions and review their targets.</p> <p>Curriculum reviewed annually by subject leaders and monitored by Curriculum committee</p>	<p>and role models.</p> <p>Continue to involve all staff, parents and children within the process, Ensure Plan do, assess, review cycle is carried out.</p> <p>Review curriculum to ensure it reflects and meets the needs of our diverse community. Ensure it promotes and celebrates individuals and their strengths.</p> <p>Ensure curriculum meets changing requirements from National Curriculum.</p>	<p>SENCo and all staff</p> <p>SLT and subject leaders</p>	<p>ongoing</p> <p>Termly</p> <p>Annually</p>	<p>disabilities is evident around the school</p> <p>Children, parents and staff all know the targets and progress is seen towards meeting them leading to accelerated progress towards ARE or ARE+</p> <p>Exciting, innovative and engaging curriculum followed which appeals to wide community within the school.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>To ensure that all members of the school community are able to move freely and independently within the building</p>	<p>Review provision termly</p>	<p>SBM and Site managers</p> <p>Review annually with safeguarding/ Premises committee</p>	<p>Review annually</p>	<p>All pupils and visitors to the school with disabilities are able to access the provision and events fairly and equitably</p>
<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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictures and visuals</li> <li>• Text message</li> <li>• Notice boards</li> <li>• Website</li> <li>• Letters home</li> <li>• Workshops</li> <li>• Information sessions</li> <li>• Face to face meetings</li> </ul>	<p>To ensure all members of the school community are included within the life of the school</p>	<p>SENCO to review communication methods and ensure fair access from all sectors to information.</p>	<p>SENCo</p>	<p>Annually July 2018</p>	<p>Provide a tally of information given out to parents in an identified 2 week period as a way of sampling information given.</p> <p>Audit parents to ascertain whether they felt that they receive sufficient useful information and communication from the school.</p> <p>Exit interviews from families leaving the school eg Year 6</p>

## **4. Monitoring arrangements**

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

It will be approved by the Headteacher and the Governing body of Alexandra primary school

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Inclusion Policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Wide doors allow access to ground floor of both main school building and the EYFS building	Ensure corridors kept clear to enable clear access and exits.	All staff	Weekly
Entrances	Main school entrance is accessible by wheelchair or mobility scooter	Ensure entrance can be accessed by wheelchair users even at busy times	Office staff	Daily review
Ramps	2 ramps	Ramps kept clear at all times	Vic/ Lee	Daily
Toilets	1 disabled toilet at the main entrance	Toilet facilities to be reviewed regularly	Vic and HB	Weekly
Reception area	Press button operated doors to allow for hand free access Low level counter and window at appropriate height	Ensure area is kept clutter free	Office staff	Daily
Internal signage	Clear fire signage Clear signage for emergency asthma inhalers	Review signage to ensure all is clear and well positioned	Vic and HB	Termly

Emergency escape routes	From the ground floor of the building there are 2 exits that can be used by wheelchair users.  Visitors to assemblies using wheelchairs to be situated at the front near the exit.	SLT to ensure safety measures taken into account at all events.	SLT	In risk assessments
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