



Accessibility Plan 2020 - 23

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Requirements under the Equality Act 2010

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils, staff, parents and visitors because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of Alma Park's Governing Body to increase access to education for disabled pupils in the three areas:

- Increasing the extent to which disabled pupils can participate in Alma Park's curriculum; which includes teaching and learning and our wider curriculum such as participation in after school clubs, leisure and cultural activities or educational visits and trips (including residential stays)
- Improving Alma Park's environment 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 in writing for pupils who are not disabled.

Purpose of the plan

Alma Park 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. We have a proactive approach to supporting children and families with English as an Additional Language including international new arrivals and deaf families. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continue our culture of inclusion, support and raised awareness within the school.

The Accessibility Plan is structured to complement and support our equality objectives, and will similarly be published on our school website. We understand that the Local Authority monitors school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) he or she has a physical or mental impairment
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We do not interchange the term 'disabled' with the phrase 'special educational needs' although we do appreciate that some pupils with special educational needs will also have disabilities.

We include 'hidden' impairments such as Dyslexia, Autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- 'Physical impairment' which includes sensory impairment
 - 'Mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.
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We believe that impairment does not of itself mean that a pupil is disabled; it is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

The test of whether impairments affect normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Alma Park's Aims & Values

Alma Park Primary School Accessibility Plan shows how access will support disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Ensure access to the curriculum for pupils with a disability, so that the **curriculum** enables such pupils to be equally prepared for life as are the able-bodied pupils (a school failing to do so is in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum such as participation in after-school clubs, leisure and cultural activities or educational visits and trips. It also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Maintain access to the **physical environment** (buildings and grounds), adding specialist facilities as necessary – this covers reasonable adjustments to the physical environment, consideration of sensory needs, and physical aids to access education within a reasonable timeframe.
- Improve 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 timeframe.

How the policy links to other documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Public Sector Equality Duty
 - Special Educational Needs Disability Policy
 - Health and Safety Policy
 - Promoting Positive Behaviours Policy
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- School Improvement Plan
- Teaching, Learning and Curriculum Policy
- Vision Statement

How the plan will be shared:

Alma Park makes the Accessibility Plan available in the following ways:

- A copy is posted on our school's website
- Paper copies are available from the front office

Monitoring procedures:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Alma Park will address the priorities identified in the plan. The plan is valid for three years 2020-23. It is reviewed annually.

Training:

Whole school training will continue to recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Complaints procedure:

Alma Park's complaints procedure can be found on our school website. Paper copies are also available from the school office. However should we fall short of expectations and parents/carers wish to make a complaint, we would always hope that they would discuss their concerns with us in the first instance in the hope that we can resolve the issue for them as expediently and positively as possible.



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Aims and Objectives:

Aim	Current good practice	Objectives	Actions	By
Continue to increase access to the curriculum for pupils with a disability	<p>Teaching Learning and Curriculum Policy focussed on Quality First Teaching for all, differentiated curriculum.</p> <p>SEND team</p> <p>Pastoral team</p> <p>Breakfast Club</p> <p>Lancasterian Sensory Support Service and other outreach as needed</p> <p>Hearing Impaired Resource base</p>	<p>To improve access for pupils with motor difficulties and visual impairments</p> <p>To improve access for pupils with hearing impairments</p> <p>To improve access for all other groups and individual children with specific needs (including ADHD, ASD, medical conditions)</p> <p>Continue to ensure Personalised Learning approaches</p> <p>Increase specialism of resourced base to meet needs of oral/aural deaf children</p>	<p>Research and where appropriate purchase resources to improve access for children. Eg touch typing programmes and Ipads; implement for pupils as needed</p> <p>Upgrade Soundfield across school</p> <p>Ensure 1PP are actively used by all practitioners including LOs and TAs</p> <p>Ensure every child identified as having a medical condition have current IHCP/ Asthma Care Plan, including all deaf children. Update annually. Liaise with school nurse where appropriate</p> <p>Continue to support and develop whole school awareness of deaf culture and BSL – assemblies, Sign to Sing, support for CAFT etc.</p> <p>Hold transition reviews for all new children joining resourced provision including development of 1PPs</p>	<p>Dec 2020</p> <p>Dec 2020</p> <p>Dec 2020</p> <p>Dec 2020</p>
Continue to improve and maintain access to the physical environment	<p>Single level building with several access points with ramps where needed</p> <p>Specialist resource room HI</p>	<p>Make adaptations to the bungalow building (initially EYFS) to provide additional specialist resource provision for oral deaf children</p>	<p>Building alterations to best facilitate AV unit (storage units to Rec, upgrading bungalow</p>	<p>July 2020</p>
Continue to improve the delivery of written information to pupils	<p>Widgit symbols used</p> <p>Person Centred review planning</p> <p>Visual timetables and social stories; transition passports</p>	<p>Continue to improve communication to families</p>	<p>Update SEND information report with signage to local offer and information about types of SEND as necessary.</p> <p>Provide written formats for families who do not have access to website</p>	<p>July 2021</p> <p>Sep 2020</p>



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Access Audit:

Feature	Description	Action to be taken	By
Number of storeys	Single storey and ramps where needed		
Corridor access	All corridors refurbished to make wider for manoeuvre of wheelchairs	All staff to ensure corridors are tidy and free from obstruction	CP Sep 2020
Signage	Mixed signage in school	Audit signage and maintain development plan to standardise and place new signage at appropriate height for wheelchair users, VI and HI children.	AS Sept. 2020
Toilets	Unisex and disabled toilet refurbished KS2	Refurbish toilets in KS2	AS July 2022
Fire alarms	All fire alarms are auditory and visual Visual widgited social stories displayed to support SEND pupils regarding fire drills	Bungalow – all users must have both doors and shutters unlocked to provide 2 exit points Check fire alarms to Bubble room, Stardust and Chatterbox	CP/AS Sep 2020 AS Sep 2020
Doors	All doors are wheelchair width; some have windows at wheelchair height	Future door replacement to be accessible enabling vantage for all (other than toilet doors)	AS/SB
Emergency routes	Displayed in all areas	Check annually	AS/SB Sep 2020