



# **ACCESSIBILITY PLAN**

# OLD PALACE PRIMARY SCHOOL

## ACCESSIBILITY PLAN

### 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

Old Palace Primary School is an inclusive school that aims to ensure all children, staff, parents/carers and governors feel that they belong, are engaged in school life, make good progress and work towards this shared understanding. This means that any barriers to learning that may affect this aim are lessened or removed so that all children, staff, parents/carers and governors have equal access to learning.

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

We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We work with a range of professionals in this regard, to ensure that pupils' specific needs are identified as early as possible. This allows these to be addressed and any impact on learning to be minimised.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

### 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. Accessibility Plan 2021-2024

The plan below is to show how Old Palace intends to further improve access over the next 3 years, anticipating the need to make reasonable adjustments to accommodate the needs of disabled pupils, staff and visitors, where practical.

The school will work in partnership with the local authority in developing and implementing this Accessibility Plan. The governing body is responsible for monitoring its implementation. It may not be feasible to undertake all of the works during the life of the plan and therefore some items may roll forward into subsequent plans.

#### Aim: Increase access to the curriculum for pupils with a disability

| Target  | Actions   | Timescale  | Responsibility                                   | Success Criteria  |
|---|---|--|--|---|
| To ensure staff are aware of access issues for children with a disability         | <p>Continue to liaise with parents and external agencies to gain an holistic view of the child's needs</p> <p>Continue to ensure that All About Me forms are complete and shared</p> <p>Continue to ensure that effective transition arrangements are in place</p> <p>Audit the needs of pupils with disabilities across the school to ensure all needs are supported</p> | <p>Upon entry<br/>Update at<br/>Annual Review</p> <p>Summer term or<br/>upon entry</p> <p>Autumn term<br/>Updated termly</p> | SENDCo   | <p>All staff, including supply teachers, will be aware of the access arrangements for pupils in their care.</p> <p>Knowledge of the issues faced by these children will allow staff to tailor provision, avoid triggers and provide appropriate pastoral support to the child and their family.</p> |
| To ensure children with disabilities are able to access a personalised curriculum | <p>Continue to audit the training needs of staff to ensure they have the necessary knowledge and understanding to support each child's needs</p> <p>Continue to provide training and guidance to ensure staff are able to meet each child's needs, for example by differentiating plans, providing First</p>  | <p>Autumn term</p> <p>Autumn term -<br/>training plan to<br/>be devised and</p>  | <p>CPD Lead</p> <p>SENDCo &amp;<br/>CPD Lead</p> | Teachers will have the knowledge and understanding to plan and deliver a personalised curriculum which meets the child's needs.   |

|  |   |   |  |   |
|--|---|---|--|---|
|  | <p>Quality teaching and offering additional learning and pastoral support, as required. This includes accessing specialist support when needed.</p> <p>Continue to ensure pupils have access to any specialist resources and equipment required to access learning, training staff in their use and liaising with the local authority regarding additional funding when required.</p> <p>Review assessment arrangements to ensure that these are effective in measuring progress and identifying targets for pupils with a disability</p> <p>Ensure homework is differentiated to meet the specific needs of children with a disability and that their parents receive guidance on how best to support learning at home</p> <p>Continue to monitor delivery of the curriculum to ensure it meets the needs of all learners and if not, identify areas for improvement</p> <p>Ensure the voice of children with a disability is heard, through representation on the school council, subject interviews and annual review meetings</p> | <p>updated as required</p> <p>Ongoing<br/>Discussed at<br/>Inclusion<br/>Meetings</p> <p>By July 2022</p> <p>By July 2023</p> <p>Fortnightly<br/>Progress<br/>Meetings &amp;<br/>Termly Subject<br/>Leader Reports</p> <p>Ongoing</p> | <p>SENDCo</p> <p>SENDCo &amp;<br/>Subject<br/>Leaders</p> <p>SENDCo</p> <p>AHTs &amp;<br/>Subject<br/>Leaders</p> <p>SENDCo,<br/>AHTs,<br/>Subject<br/>Leaders</p> | <p>Support staff will be able to provide effective learning support, by applying appropriate strategies</p> <p>The children have access to the specialist resources and equipment needed to remove barriers to learning</p> <p>Homework is tailored to the needs of pupils with disabilities and parents are able to support this at home</p> <p>All children will make good progress in their learning based on their prior needs.</p> <p>Children with disabilities will have opportunities to share their opinions on what is working well and what can be improved.</p> |
|--|---|---|--|---|

|   |  |   |   |   |
|---|--|---|---|---|
| To ensure that, where reasonable, all out of school activities are accessible | <p>Consider the accessibility of venues and activities when booking educational visits and residential stays.<br/>Carry out an assessment of the accessibility arrangements, as part of the pre-visit</p> <p>Consider accessibility when planning the termly programme of after school clubs<br/>Work with the local authority to access funding where additional staffing is required</p> | Ongoing<br><br>Termly   | AHTs & EVC Co-ordinator<br><br>SENDCo & SBM | <p>All pupils will have access to the venues and activities chosen for educational visits and residential stays</p> <p>All pupils will have access to an after school club to support their personal development.</p>   |
| To raise awareness of disability and promote understanding                    | <p>Provide training for governors, staff, pupils and parents to explore perceptions towards disability</p> <p>Plan opportunities for guest speakers to visit the school to increase awareness of disability</p>  | At least every three years<br><br>Plan at the start of each academic year | HT<br><br>AHTs & SENDCo                     | <p>The school community will hold positive views towards people with a disability.</p> <p>They will have an understanding of the issues that those with a disability face, how they overcome these and the positive contribution that people with a disability make to society.</p> |

**Aim: Improve access to the physical environment of the school for pupils with a disability**

| Target   | Actions   | Timescale                                       | Responsibility | Success Criteria  |
|--|---|---|----------------|---|
| To ensure that where reasonable the school building and grounds are fully accessible | When building works are planned, carry out an access audit on the area to be developed to ascertain if any improvements are required. | When building improvements are being considered | HT             | Building improvements and reasonable adjustments will result in increased accessibility |

|   |  |   |                                     |   |
|---|--|---|-------------------------------------|---|
|   | <p>Aim to include these improvements within the specification, seeking to secure additional funding if required.</p> <p>Liaise with the local authority and special support to make reasonable adjustments to the building if required, for example fitting sound dampeners</p> <p>Survey staff and parents annually to how well the school building and grounds meets their accessibility needs – seek to address any areas raised.</p> | <p>When required</p> <p>Start of each academic year</p>     | <p>SENDCo</p> <p>SBM</p>            |   |
| To ensure the learning environment supports accessibility                 | <p>Continue to provide guidance on the learning environment to ensure that this supports the needs of all children, for example, furniture layout, seating arrangements, use of work stations, signage, use of displays to avoid over stimulation.</p> <p>Continue to review use of space to ensure that this is used to maximum effect to support learning, for example providing additional spaces for group work and sensory play</p> | <p>Autumn term, with further reviews</p> <p>Spring term</p> | <p>SENDCo &amp; AHTs</p> <p>SLT</p> | The learning environment will support the needs of all pupils and space will be used effectively so as best to support all learners |
| To ensure the playground environment and procedures support accessibility | <p>Continue to monitor the playground environment to ensure this supports the needs of all children, for example providing calm areas, suitable signage and accessible play equipment</p> <p>Ensure that playtime procedures support accessibility, such as providing additional support and alternative spaces when required</p>  | <p>Termly</p> <p>Ongoing</p>                                | <p>AHTs</p> <p>SENDCo</p>           | All children will experience an enjoyable playtime  |

**Aim: Improve the delivery of written information**

| Target   | Actions   | Timescale   | Responsibility | Success Criteria   |
|--|---|-------------|----------------|--|
| To ensure that the school website is fully accessible                      | Continue to review the content of the school website, seeking specialist advice as required to ensure this is fully accessible.   | Summer term | SBM            | All members of the school community will have equal access to school information |
| To provide information in alternative formats, when specifically requested | Through admission interviews identify parents who require information in an alternative format<br><br>Access local authority services and specialist advice in order to provide information in the required formats | As required | SBM            |  |