

St-Nicholas-at-Wade CE Primary School

Accessibility Plan 2022-25

This Policy meets the statutory requirements set out in the Equality Act 2010, and that the school's governors are accountable for ensuring that it is implemented and reviewed.

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.

St-Nicholas-at-Wade Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The accessibility plan is drawn up to cover a three year plan. The plan will be updated annually.

The plan covers how the school aims to:

- Improve access to the physical environment of the school
- Increase access to the curriculum for pupils with a disability
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.
- Current Good practice

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

The accessibility plan will be on the school website.

The School's complaints procedure covers the accessibility Plan.

The plan will be monitored through the Learning and Development and Resources Committees of the Governing Body.

Current Good Practice	Impact
<ul style="list-style-type: none"> • Disabled toilet • Specialist aids / physical equipment 	Pupil/s able to access the curriculum

Improving Access to the Physical environment

Targets	Actions	Lead	Time frame	Costs/ Resource	Outcome	Impact & Implications for future planning
Reasonable adjustments are made to the physical environment so that pupils with disabilities can access education	Corridors kept clear of obstructions	Headteacher / inclusion lead / site manager	On going		Pupils / parents / visitors with physical disabilities can access the main school	
	Disabled parking bays	Site manager / office manager	As and when needed		Pupils / parents / visitors with physical disabilities can access the main school	No funding available / no current need for pupils.
	Automatic door access for wheelchair users	Site manager / office manager	As and when needed		Wheelchair access	No funding available / no current need for pupils.
	RE- surfacing of entrance footpaths	Site manager / office manager	As and when needed			No funding available / no current need for pupils.

	Ramping to studio / library	Site manager / office manager	As and when needed			No funding available / no current need for pupils.
	Improve signage and colour contrast in main block	Site manager / office manager	As and when needed			No funding available / no current need for pupils.
Specialist aids / equipment / physical aids are made available (in conjunction with medical professionals where appropriate)	Reasonable adjustments to the physical environment for some pupils. E.g. position and height of pegs, table and chair height, use of writing slopes, sit and move cushions, sensory support, specialist cutlery, specialist pens / pencils / filters / coloured paper	Inclusion Lead in liaison with Health professionals	ongoing		The following in place for the current cohort: writing slopes / specialist cutlery / specialist pens and pencils/ use of ipad or laptop to record written work/ sit and move cushions / chair bands / filters	Specialist aid an equipment made available as and when needed. See SEN outcomes for child(ren) P and S / C nad I (ADHD / ASD)
Ensure the medical needs of all pupils are fully met within the capabilities of the school	Health Care Plans in place for pupils with medical conditions Medical needs on class profiles Medical needs considered when planning trips	Inclusion Lead / HB	On going		Plans reviewed annually, or as needed. Communication systems ensure all staff are aware of pupil needs. Pupil with medical needs able to access education with reasonable adjustments	In place

Arrangements are made to ensure that children with broken limbs / injuries are appropriately supported	Risk assessments with adaptations as appropriate	SLT / HB	On going		Pupils are able to access the curriculum and remain included in school life	In place
--	--	----------	----------	--	---	----------

Improving Access to the Curriculum

Target	Actions	Lead	Time frame	Costs/ Resource	Outcome	Impact & Implications for future planning
Curriculum Accessibility: Differentiating the curriculum – including a variety of teaching approaches to ensure that the needs of all learners are met Developing Independent learners	Use guidance from mainstream core standards for all learners to ensure that ‘Quality First Teaching.’ Strategies are used in all classes. Support for NQT / New Staff Aids and equipment are available to	Class teachers – monitored by SLT (Inclusion leads focus)	On going Monitoring activities throughout the year (monitoring timetable)		Differentiated teaching approaches to meet the needs of all learners including SEND and pupils supported through the Pupil Premium. Pupils achieve from their starting point. Achievement of SEN / PP narrows compared to other children in the school. Children become more independent learners.	

	<p>support curriculum access.</p> <p>Learning Walk focus on Mainstream Core standards, differentiation and fostering of independence.</p> <p>Class teachers take responsibility for Provision Mapping. Impact of interventions is measured and used to inform future practice.</p>					
Teachers and Teaching assistants are able to identify potential barriers to learning for vulnerable groups	<p>Training on: QFT</p> <p>Continue to develop Class Profiles to</p>	Inclusion leader / Speech and language therapists / advisory teachers	On going		Pupils are able to engage, participate and achieve regardless of their individual needs.	

	capture barriers to learning/ supporting strategies Mentor programme		February 2018			
Effective use of TAs Teaching Assistants have a positive impact on pupil progress via: <ul style="list-style-type: none"> Supporting whole class learning in a variety of contexts Managing provision Wider contribution to the school 	Updating of Teaching Assistant standards document with shared ownership Appraisal process in line with school priorities Skills audit TAs have access to ongoing CPD via in house	Inclusion lead Inclusion lead Office manager SLT	On going		Teaching assistants have a positive impact on pupil progress as demonstrated by: Impact of interventions Effective in class support (monitoring timetable) Appraisal outcomes / TAs feel supported in the appraisal process Effective communication between class teachers / teaching assistants impacting on pupil progress and well being	

	<p>learning, observation of colleagues, external training as appropriate</p> <p>Teaching assistants keep comprehensive and manageable records / data for the children they are working with and for intervention groups</p> <p>Teaching assistants given time for planning / liaison with CT</p>	<p>Teaching assistants</p> <p>Class teacher / SLT</p>				
Social Emotional and Mental Health Needs	Continue to provide drawing and talking / CBT / counselling	Pastoral TA Inclusion Lead	2017-18		Pupils and parents are supported with positive impact on emotional well being and social skills	

	<p>for pupils identified as needing this</p> <p>Continue to liaise with outside agencies</p> <p>Continue to use The Zones of Regulation</p> <p>Develop the use of social stories</p> <p>Develop the use of friendship groups</p> <p>Training for parents: ASD Dealing with anxiety</p> <p>Emotional Wellbeing Team / Practitioner – training for parents</p>		<p>December 2018</p> <p>February 2019</p> <p>January 2019 March 2019</p>		<p>Children are able better able to regulate their emotions</p>	
--	--	--	--	--	---	--

	Managing Your child's anxiety		May 2022			
	Managing Your Child's behavior		June 2022			
Access arrangements/ reasonable adjustments for tests / assessments	Pupils assessed in line with regular classroom practice and access arrangements applied for as needed and in line with DFE / PESE criteria	Inclusion manager / Headteacher	On going		Barriers to learning reduced or removed enabling children to achieve their potential	
All after school clubs, cultural activities and school visits are planned to ensure (where reasonable) the participation of all pupils	Risk assessments in conjunction with parents and health professionals where appropriate	Inclusion manager	On going		Reasonable adjustments allow children with disabilities to participate alongside other pupils.	

Improving the delivery of written information

Target	Actions	Lead	Time frame	Costs/ Resource	Outcome	Impact & Implications for future planning
To ensure that all parents can access information and are participants in their child's learning	<p>School website updated termly</p> <p>Newsletters – electronic and available in hard copies from the school reception</p> <p>Newsletters on board by entrance</p> <p>Parent mail – text messaging</p> <p>Parent consultations</p> <p>Pupil Reports</p> <p>SEN information report and links to</p>	<p>Class teachers</p> <p>Office staff</p> <p>SLT</p> <p>Site manager</p>	On going		Parents are engaged with school and have a greater understanding of teaching and learning.	

	<p>support for parents</p> <p>Seasonal Outcome meetings for pupils with EHC plan and SEN Support</p> <p>Parent workshops throughout the year</p> <p>Parent invited to celebrations throughout the year</p>					
<p>To review documentation on the website to: Re write SEN page to include information for parents / staff / children</p>	<p>Should the need arise school to investigate: the translation of policies via google translate</p> <p>the need of interpreters</p> <p>Class teachers to ensure verbal</p>	<p>SLT / administrative staff</p>			<p>Written information will be provided in different formats when requested for individual purposes so that parents can engage with school</p>	

	communication with specific parents regarding school information sent in written format					
Promote availability in different formats when specifically requested	Seek advice on alternative formats as requested					