



# Accessibility Plan

November 2021

<b>Approved By:</b> <i>Full Governing Board</i>	<b>Date:</b> <i>11<sup>th</sup> November 2021</i>
<b>Next review Due by:</b>	<i>November 2025</i>
<b>Any signature required:</b>	



All things are possible for those who believe. (Mark 9:23)

Learning together we grow in faith.

At Little Heaton CE Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristics and persons who do not share it
- Foster good relations between persons who share a protected characteristics and persons who do not share it

With this in mind, this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvement to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Physical Environment				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SENDCo and Headteacher / Bursar (Health and Safety) to audit accessibility of school buildings and grounds.  Governors to check reports and produce an action plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	<u>Short Term</u> Accessibility Audit to be completed by December 2021. <u>Medium Term</u> Action plan drawn up by July 2021 <u>Long Term</u> To be reviewed annually	
Ensure any proposed new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	<u>Long Term</u> Ensure Technical Services is used at the Local Authority for all new builds and modifications.	
Update PEEPs for all SEND pupils and ensure any new staff are aware of evacuation procedures	Provide training as necessary for any new staff whose pupils have PEEPs as well as the updates of the current pupils	Safe evacuation of all children and staff	<u>Short term</u> By December 2021	

Have disabled parking bays marked out at front of school.			<u>Short term</u> By December 2021	
Have a gate installed in the Reception outdoor area for disabled access			<u>Long Term</u>  Always assessing intake and in year transfer forms for children with disabilities in EYFS.	

Curriculum				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
Continue training for all staff on different aspects of SEND including differentiation when required. To include updated training on Talk Boost.	Review the needs of the children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and that needs and expertise will change with time.	Ongoing	
To have a 'bank of laptops' to support SEN.		Children have use of laptops to support their learning	<u>Long Term</u> Ensure updates are purchased and installed for use.	

Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENDCo & Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Ongoing.	
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### Communication

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Make available all school brochures, newsletters and other information for parents / carers / visitors in alternative forms if required.	<p>Promote the availability in different formats for those that require it. School to make itself aware of the services through the LA for converting written information in alternative formats e.g. EAL</p> <p>Display a sign in entrance stating that information is available in different forms on request.</p>	The school will be able to provide written information in different formats when required for individual purposes.	<p><u>Short Term</u></p> <p>Display signs</p> <p>Ongoing</p>	

To ensure pupils have regular support from a speech and language therapist in school to aid communication.	To fund through Pupil Premium, the services of a Speech and Language Therapist. To work with staff on interventions and targets, to provide support to children and families in relation to communication.	Children and families to feel supported. Staff confident in delivering targeted intervention.	Ongoing	
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