Accessibility Plan

This policy was reviewed and updated in November 2016.

The next anticipated review date will be November 2019.
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1. STARTING POINTS

Introduction
The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled pupils, under Part 4 of the DDA:
• not to treat disabled pupils less favourably for a reason related to their disability;
• to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
• to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Board of Trustees of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
• increasing the extent to which disabled pupils can participate in the school curriculum;
• improving the environment of the school 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.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A The purpose and direction of the school’s plan: vision and values

We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:
• provide a structured, caring, learning environment, using those experiences which children bring to school.
• form positive partnerships between home, school and community.
• prepare children for living in a multicultural society and build upon the strengths of cultural diversity.
• provide equal access to a curriculum which promotes pupils’ spiritual, moral, social and cultural development.
• to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
• prepare children for their future role in society developing their knowledge, skills and attitudes.

1B Information from pupil data and school audit

Prince Albert School is a large three form entry primary school, that is part of the Prince Albert Community Trust, catering for 737 pupils, aged 3 to 11. Around 26% of the children have been identified as having Special Educational Needs or a Disability. All staff have experience of working with children with Special Educational Needs and a range of continuing professional development opportunities are made available to further develop expertise. The school has a large Inclusion and Pastoral Team who have undergone specialist training in order to fully meet the needs of children with disabilities.

1C Views of those consulted during the development of the plan

Prince Albert School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents, staff, external agencies working with the school and pupils.

2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum
2B environment
2C information
See full plan after Section 3B
3. MAKING IT HAPPEN

3A Management, co-ordination and implementation
The School’s Accessibility Plan will be presented to the Board of Trustees for approval. It is a three year plan that will be reviewed annually by the Inclusion Senior Leadership Team. Progress will be reviewed by considering the following questions:
• have we done what we said we would?
• has it had any impact?
This will be reviewed by the Local Governing Body The Plan will be revised as necessary during its lifetime. The lead responsibility for the implementation of the plan will be the Head of School, Deputy Head for Inclusion and members of the Senior Leadership Team although other individuals may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales.

3b Making the plan available
The School’s Accessibility Plan will be available on the website. Hard copies of the Plan are available on request from the school office.

Accessibility Action Plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

<table>
<thead>
<tr>
<th>Proposal/Issue to be addressed</th>
<th>Action</th>
<th>Who will be responsible for implementing the action</th>
<th>Start date</th>
<th>Proposed completion date</th>
<th>Impact</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all NQT’s and new Family Group Leaders have the necessary training and support to enable them to support disabled pupils</td>
<td>Training sessions delivered through optional training Individual in class support offered</td>
<td>A Shotter A Turner</td>
<td>Dec 16</td>
<td>Ongoing each year</td>
<td>95% of newly qualified/employed staff will demonstrate an increased level of confidence in meeting the needs of disabled pupils. 100% of NQT’s or staff new to the school will understand their responsibilities under the Equalities Act 2010 and the SEN Code of Practice 2015.</td>
<td>Monitored informally every fortnight by SLT. Reviewed termly by AS.</td>
</tr>
<tr>
<td>Teachers and T.A.s aware of individual needs and organise their classrooms to promote the participation and independence of all pupils</td>
<td>In the summer term, work with the staff to ensure they understand the individual needs that will be in their new class. Provide opportunities for</td>
<td>A Turner</td>
<td>May 17 May 18 May 19</td>
<td>Sept 17 Sept 18 Sept 19</td>
<td>100% of staff who have a child with complex needs in their class will understand how to best meet those individual needs and will have put the recommended strategies in place.</td>
<td>Monitored by SLT through development sessions</td>
</tr>
</tbody>
</table>
collaborative working with the previous teacher to share strategies and good practice. Ensure all recommended strategies are implemented.

Ensure all recommended strategies are implemented year. 90% of strategies suggested by outside agencies will be put in place for a sustained period of time.

| Develop inclusive classroom checklist to support staff in ensuring they are doing everything they can to meet the needs of disabled children. | Develop inclusive classroom checklist. Share with all staff. Include in requirements for environmental monitoring | ILT | May 2017 | Sept 2018 | The school will have an agreed Inclusive classroom checklist that is shared will all staff. 80% of classrooms will be meeting the requirements of the Inclusive classrooms checklist | Monitored every half term through learning walks |

2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services

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<thead>
<tr>
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<tr>
<td>Ensure that KS2 part of the building is accessible to motorised wheelchair.</td>
<td>Work with PDSS &amp; Site staff to ensure that: Ramps are of a suitable width Angle of turn at top of ramp is appropriate Steps/lips on doorways are low Gradient of ramps are suitable</td>
<td>A Shotter A Turner S Lewis</td>
<td>April 2016</td>
<td>Sept 2016</td>
<td>As much of the building as KS2 on the ground floor will be accessible to wheelchair users</td>
<td>A Shotter S Lewis</td>
</tr>
<tr>
<td>Accessible positioning of doorbell at</td>
<td>Arrange to have an additional</td>
<td>A Shotter K Jackman S Lewis</td>
<td>Sept 2017</td>
<td>July 2017</td>
<td>PA will have a doorbell on the main door</td>
<td>S Lewis</td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Task Description</td>
<td>ponsible Persons</td>
<td>Dates</td>
<td>Notes</td>
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</tr>
<tr>
<td>Main Entrance</td>
<td>Doorbell positioned at an accessible height for the main entrance.</td>
<td>A Shotter S Lewis S Paddock (PDSS)</td>
<td>Sept 2017</td>
<td>Sept 2018</td>
<td>Changing table in nursery will be the most suitable available for the children to use. Another area for a personal care facility will be identified if appropriate.</td>
<td></td>
</tr>
<tr>
<td>Review suitability of changing facilities for children with personal care difficulties</td>
<td>Environmental audit with PDSS and site staff. Identify alternative position for children with personal care difficulties. Look at the need to replace the changing table in nursery.</td>
<td>A Shotter S Lewis K Jackman</td>
<td>May 2017</td>
<td>Oct 2017</td>
<td>Accessible toilet facility will be in good working order for anyone who needs it.</td>
<td></td>
</tr>
<tr>
<td>Review disabled toilet facilities</td>
<td>Work with site staff to check that the accessible toilet facility is fit for purpose and in good working order.</td>
<td>A Shotter A Fanning S Patel P Downes S Lewis</td>
<td>Sept 2018</td>
<td>July 2019</td>
<td>There will be an appropriate, high quality library facility available in an accessible location.</td>
<td></td>
</tr>
<tr>
<td>Develop a library facility for children with mobility difficulties who cannot access the stairs.</td>
<td>Identify a suitable accessible space. Order accessible furniture. Stock with books.</td>
<td>A Shotter S Lewis P Downes</td>
<td>Sept 2018</td>
<td>Sept 2019</td>
<td>There will be a legally compliant disabled parking space available at school.</td>
<td></td>
</tr>
<tr>
<td>Ensure disabled parking facilities are available</td>
<td>Identify disabled parking space. Ensure appropriate markings and sizing are adhered to. Inform all staff of how the space should be used.</td>
<td>A Shotter S Lewis P Downes</td>
<td>Sept 2018</td>
<td>Sept 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure Y2 is an accessible environment for wheelchair user.</td>
<td>Training from PDSS. Regular accessibility learning walks from AHT for Inclusion with Y2 staff to look at the environment. Ensure a clear path between classrooms for access.</td>
<td>A Turner Sandra Paddock (PDSS) A Shotter</td>
<td>Dec 2016</td>
<td>Feb 2017</td>
<td>Every day, Y2 will have a clear path through the unit. At least twice a week, an outdoor learning session will be planned for AK with a group of peers in an</td>
<td></td>
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</tbody>
</table>
2C Improving the delivery of information that is provided to all stakeholders

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<td>Provide personalised learning resources for children</td>
<td>Work with each year group to look at the range of SEN needs across the year group. Then identify specific resources that could be used to support individuals or groups of children.</td>
<td>A Turner</td>
<td>Sept 2017</td>
<td>Sept 2018</td>
<td>85% of children with SEN will have some personalised learning resources available to them within their year group.</td>
<td>A Shotter</td>
</tr>
<tr>
<td>Widen use of group call and Twitter to communicate with parents</td>
<td>Investigate how these facilities could be used more effectively. Gain parental permission is needed. Start texting relevant information using groupcall and twitter.</td>
<td>S Heath Y Davies C Conway</td>
<td>Sept 2017</td>
<td>In place by Feb 2018 Ongoing</td>
<td>75% of parents will receive important dates and information via text message. 35% of parents will access the school Twitter feed for updates.</td>
<td>Y Davies</td>
</tr>
<tr>
<td>Availability of written material in alternative formats</td>
<td>Investigate software and equipment available to convert written information into alternative formats.</td>
<td>S Turner S Heath Y Davies</td>
<td>Sept 2018</td>
<td>July 2019</td>
<td>25% of written information will be available in alternative formats as standard practice. 50% of written information will be presented in alternative formats on request from parents.</td>
<td>A Shotter</td>
</tr>
</tbody>
</table>