

# VICARAGE PRIMARY SCHOOL



## ACCESSIBILITY PLAN

**2021/2022**

<b>Person responsible for the policy</b>	<b>AHT for Inclusion – Shelly Ann Clunis</b>
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This Accessibility Policy and Plan are drawn up in compliance and in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2019-January 2021. The plan is also in current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. 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.

2. Vicarage Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period.

4. The Accessibility Plan will contain relevant actions to: Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 and make reasonable adjustments to 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 time frame.

We are committed to providing a fully 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.

Vicarage Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements 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; (If a school fails to do this they are in breach of the Equality Act 2010 Schedule 10). 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.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equality Information and Objectives
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Needs
  - Behaviour Management
  - School Improvement Plan
  - Asset Management Plan
  - Mission Statement- "Be the best you can be"
  - Teaching and Learning File
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School's complaints procedure covers the Accessibility Plan.

11. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
12. The actions from the Plan will be evaluated termly (three times a year) and the Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Further guidance on the scheme is available on the DRC website:

<https://www.drc.org.uk/accessibility.aspx>

**Vicarage Primary School Accessibility Plan 2018-19**

**1 Curriculum Accessibility**

**Standard:** Increase the extent to which disabled pupils can participate in the school's curriculum by setting suitable learning challenges, by responding to pupils' diverse learning needs and by over-coming potential barriers to learning and assessment for individuals and groups of pupils.

<b>Activity</b>	<b>Recipients</b>	<b>Timescale/ Evaluation</b>
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<p><b>Improve provision for pupils with learning, speech &amp; language, autism, deaf and behaviour needs</b></p> <ul style="list-style-type: none"> <li>▪ Visual dyslexia screening, assessment &amp; provision of resources for all children in Key Stages 2</li> <li>▪ Class teachers to use SEND folder outlining SEND pupil needs, strategies &amp; programme &amp; Care Plans</li> <li>▪ Provision mapping of all pupils on SEND Register</li> <li>▪ Maintain an update &amp; accurate SEND Register</li> <li>▪ Effectively track progress of SEND pupils &amp; those of concern &amp; set challenging targets &amp; programmes to increase performance</li> <li>▪ Increase independence, self-help and community skills for Action Plus pupils</li> <li>▪ Provide personal passport for more complex children (including those with autism)</li> <li>▪ Provide equipment to meet access needs (ie specific technology and simple aids)</li> <li>▪ Provide appropriate ICT programmes for SEND pupils across the curriculum including independence &amp; community skills</li> <li>▪ Curriculum boxes updated in SEND section</li> <li>▪ Specific staff training on ‘Signalong’, working with pupils with Autistic Spectrum Disorder and use of ‘Boardmaker’.</li> <li>▪ Implementation of tracking using SEND Toolkit on Classroom Monitor</li> <li>▪ Development of speech and language therapy programmes by school staff.</li> <li>▪ Development of Turnabout &amp; Listening Programme</li> </ul>	Pupils, teachers, parents	Ongoing
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<ul style="list-style-type: none"> <li>▪ Training for unqualified teaching assistants NVQ L3</li> <li>▪ Ensure appropriate differentiation of teaching programmes through the use of appropriate materials, resources, tasks etc to allow curriculum access, enrichment and extension to meet the needs of all pupils.</li> <li>▪ Whole staff training in a variety of behaviour management approaches with INSET on whole school issues relating to behaviour.</li> </ul>		
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<ul style="list-style-type: none"> <li>▪ Key staff attend training on Team Teach</li> <li>▪ SEND pupils are discussed at Information Exchange sessions , review meetings, SEND meetings with staff</li> <li>▪ Whole staff INSET on ASD, MLD, Dyslexia, Colourful Semantics, Language Enrichment, Box Clever, Movement and Turn Taking</li> <li>▪ Involvement of pupils in reviews &amp; in personalised planning</li> <li>▪ In-service staff training on supporting pupils within the mainstream classroom MLD, working with CNDS</li> <li>▪ In-service staff training on teaching assistants supporting pupils in class</li> <li>▪ In-service staff training on further developing tracking systems for pupils with SEND</li> <li>▪ In-service staff training on intervention strategies within the curriculum</li> <li>▪ In-service staff training on differentiated planning for pupils requiring support</li> <li>▪ In-Service training in working with children with autism</li> <li>▪ In-service training in working with children with sensory difficulties</li> <li>▪ In-service training in working with children with complex needs</li> <li>▪ Specific staff training on the use of the sensory room</li> <li>▪ To provide equipment for Visually Impaired pupils ie Perkins Brailier, Brailled resources for learning</li> <li>▪</li> </ul>		
<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Broader range of teaching strategies used by teachers and TAs</li> <li>• Effective monitoring, tracking and recording of pupil progress</li> <li>• Staff are confident to meet the needs of pupils with a diverse range of learning and behaviour needs</li> <li>• All pupils make expected and appropriate progress</li> <li>• All pupils have access to all that school life has to offer</li> <li>• All staff and governors have a clear understanding of inclusion</li> </ul>		





<ul style="list-style-type: none"> <li>Development of a sensory garden</li> </ul>		
<b>Success criteria:</b> Improved accessibility for all.		

### 3 Provision of Information

<b>Standard:</b> Improve the delivery to disabled pupils of information which is provided in writing for pupils with SEND.		
<b>Activity</b>	<b>Recipients</b>	<b>Timescale/ Evaluation</b>
Improved provision of information as / when required: <ul style="list-style-type: none"> <li>Identify materials which require enlargement or adaptation</li> <li>Use alternative methods of recording, assessment and monitoring.</li> <li>Use member of staff to read / scribe for pupil</li> <li>Provide teaching materials in different forms</li> <li>Ensure that children with hearing loss are spoken to clearly, and have hearing / radio aids maintained well.</li> <li>Care Plans available in a booklet and training through INSET to inform staff of medical needs of specific pupils</li> </ul>	SEND Pupils	Ongoing
<b>Success criteria:</b> Successful pupil access to information.		