



Accessibility policy and plan 2024-2027

Author: Headteacher

Date agreed: March 2024

Review requirements: 3 years
(updated Annually)

Next review: March 2027

Approved by: Chair of governors

Our aim and values at Alverton Community Primary School

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.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Publication

This policy will be published on the school website.

Monitoring and evaluating

This policy will be monitored as part of the schools' monitoring and evaluation program.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Introduction

At Alverton Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims and objectives of this policy

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that North Yorkshire Council will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- 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 within a reasonable timeframe
- 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 preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Alverton Community Primary School Accessibility Plan 2024-2027

Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> ○ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') ○ Ensure Main Areas remain accessible but review provision for other entrances particularly at EYFS/KS1. ○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ○ Ensure staff and governors can access areas of school used for meetings ○ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school ○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	As required	<ul style="list-style-type: none"> ○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ Provision for portable ramp at EYFS/KS1 where required ○ All staff & governors are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. ○ Parents have full access to all areas of school ○ PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> ○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges ○ Check exterior lighting is working on a regular basis ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate ○ Check flashing beacons that signal fire alarm activation regularly ○ Appropriate signage is consistent across both sites 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year. They also feel safe in school and signage supports them.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> ○ Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> ○ All disabled personnel and pupils have safe exits from school.

Accessible car parking	<ul style="list-style-type: none"> ○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school ○ The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	On-going	<ul style="list-style-type: none"> ○ There is a place for disabled members of staff and visitors to park throughout the school day.
Disabled Toilets	<ul style="list-style-type: none"> ○ Ensure that both sites have access to a disabled toilet. 	On-going	<ul style="list-style-type: none"> ○ Both sites will have access to a disabled toilet

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Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> ○ Ensure venues and means of transport are vetted for suitability ○ Develop guidance on making trips accessible 	On-going	<ul style="list-style-type: none"> ○ All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> ○ Review PE curriculum to include disability sports 	Annually	<ul style="list-style-type: none"> ○ All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school 	As required	<ul style="list-style-type: none"> ○ Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> ○ Identify training needs at regular meetings 	On-going	<ul style="list-style-type: none"> ○ Raised confidence of support staff
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> ○ Make sure the corridors leading to both halls are clear of obstructions 	On-going	<ul style="list-style-type: none"> ○ Disabled children can get to the hall from the classrooms
Classrooms are organized to promote the participation and independence of all pupils	<ul style="list-style-type: none"> ○ Ensure equal access to seating and all learning resources on tables/trays as well as the C-Touch screen. 	On-going	<ul style="list-style-type: none"> ○ Lessons start on time without the need to make adjustments

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Improving the Delivery of Written Information

Target	Strategies	Timescale	What will success look like?
Availability of written material in alternative formats when specifically requested	<ul style="list-style-type: none"> ○ The school will make itself aware of the services available for converting written information into alternative formats. 	On-going	The school will be able to provide written information in different formats when requested for individual purposes
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	<ul style="list-style-type: none"> ○ Review all current school publications and promote the availability in different formats when specifically requested 	On-going	All school information available for all who request it.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	<ul style="list-style-type: none"> ○ Get advice on alternative formats and use of IT software to produce customized materials. 	On-going	All school information available for all who request it
<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<ul style="list-style-type: none"> ○ Get advice on how best to support pupils and their specific needs 	On-going	Equal access to all materials for all pupils in school.

Audit Alverton Accessibility Plan

Access Report Ref.	Item	Activity	Timescale
1.	SIGNAGE	Appropriate signs for visually-impaired.	By Sept 2023
2.	DOOR ACCESS	Portable ramps for areas with restricted access – main entrance	By Sept 2020
3.	UNEVEN AREAS IN PLAYGROUNDS	Repaint/paint white lines to mark level transitions. Steps.	By Sept 2022
4.	DOOR HANDLES	Ensure door handles contrast in colour with main body of door.	By Sept 2021
5.	AUTOMATIC DOOR ACCESS	Automatic door from Nursery refurbished (serviced)	By Sept 2023
6.	DOOR TO NURTURE ROOM ROOM	Door replaced with fire door with glass panel.	By Sept 2020
7.	LIGHTING	Outdoor security lighting for both sites	By Sept 2023
	DISABLED TOILETS	Disabled toilet added to Junior site	By Sept 2022
10.	SCHOOL ENTRANCE	Transfer keypad and entrance communicator to more accessible position KS2.	By Sept 2023

Signed
Signed

Headteacher Lee Matravers March 2024
Chair of Governors Jen Stewart March 2024