

Irby Primary School

Inspiring Pupils Successfully



# IRBY PRIMARY SCHOOL

## **ACCESSIBILITY PLAN**

**(2021-2024)**

# IRBY PRIMARY SCHOOL

## ACCESSIBILITY PLAN

*Irby Primary School believe that this Accessibility Plan is compliant with 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. The Irby Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.
2. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.
3. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. 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.
4. Irby 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. 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 **auxiliary 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 hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Curriculum
- Equal Opportunities Policy and plan objectives yearly
- Staff Code of Conduct/induction handbook
- Health & Safety (including off-site safety)
- Disability Equality Scheme
- Inclusion
- Special Educational Needs
- Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement
- PSHE Policy

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.

10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Date Approved: Sept 2023

Review Date: Sept 2024

## Irby Primary Accessibility Plan 2021-2024

### Improving the Physical Access at Irby Primary School

Planning Area	Targets	Strategies	Timescale	Lead	Success Criteria
<b><u>Physical Access</u></b>	Provision of a new outdoor all weather surface for the Foundation Stage and then Y1 area.	Uniform surface reducing risk of trips/falls and clear smooth transition from playground to classroom (ramps).	2021 Achieved 2022 Achieved	Head Teacher	Pupils and adults have access to outdoor learning all year.
	Provision of Nessy and Accelaread/write.	Extended resources for pupils with sight and dyslexic difficulty.	2020-2023	Head Teacher	Pupils and staff with Vision impairments are able to see materials with greater ease.
	Provision for pupils with walking/mobility difficulties to be allocated classrooms for easy access.	Availability of classroom without a step up for classes who have pupils with walking difficulties/disabilities.	As necessary	Head Teacher	Pupils with walking difficulties have the opportunity to access the classrooms.
	Provision of private taxi for pupils with walking disability to be taken on trips.	Taxi provided and paid for by the school for pupils who have walking disabilities.	As necessary	Head Teacher	Pupils with walking disability able to go on school trips
	Provision of sports coach to work with pupils with disabilities.	Specified sessions to work on stretches/balances/holding a course through obstacles etc.	2023/2024 Achieved	Head Teacher	Confidence increased by those with dyspraxia or other specific disabilities to engage in PE/games activities.
	Provision of turning points for wheelchairs and access to all rooms onsite.	Declutter of corridor to enable wheelchair access and turning points if necessary.	2023 onwards	Head Teacher	Wheelchair users have easy access and turning in school.
	Provision for children with disabilities at lunch time.	Provide the correct seating/training for staff on 'feeding' children with disabilities.	2023 onwards	Head Teacher	Pupils will be fed at the same time as other pupils/will be more willing to try different foods
	Provision of parking places for pupils with less mobility.	Provide parking spaces in the carpark and provide staff to support entry/exit as appropriate.	2023/2024	Head Teacher	Pupils will be able to enter school at the same time as their classmates and through the same entrance as easy access from the carpark

**Irby Primary Accessibility Plan 2021-2024**

	Provide sports equipment that is inclusive of pupils with less mobility.	Purchase netball/basketball posts that shorten and lengthen easily  Purchase any other equipment needed in 1-1 sessions with sports coach.	2023/4  2023/2024	Head Teacher	Pupils will be able to participate in all sport.
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**Improving the Curriculum Access at Irby Primary School**

<b>Planning Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>
<b><u>Curriculum Access</u></b>	Training for teachers on differentiating the Curriculum.	Undertake an audit of staff training requirements. Increase in access to the National Curriculum. All differentiation is adapted into lesson plans.	Continuous	SLT	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
	Remote Education Policy and Provision Document are published so that structures and support for remote learning are clear. <b>(Remote Learning Policy, Remote Education Provision Document and Contingency Plan).</b>	All staff plan to include remote learning following training in October 2020 and further improvements and adjustments since.	2021-2024	SLT	All children will have access to a high standard of education whether in school or at home and work will be submitted to the teachers in order for the pupils to have comments to provide next steps and move the children forward in their learning.
	Training for staff in the identification of and teaching children with Autistic Spectrum Disorder (ASD) and other specific learning difficulties.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff Special Educational Needs (SEN) training requirements All staff attend appropriate training. Outreach provisions from external agencies.	Ongoing	Special Educational Needs Co-ordinator (SENCO) Disability Discrimination Act (DDA) Co-ordinator (Head)	All staff have a wider knowledge of how to include children with SEN in the curriculum and all children with ASD are successfully included in all aspects of the school life. Specific Learning Support Assistant (LSA)s have taken part in Dyslexia and Speech and Language training
	Resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASD and behavioural difficulties.	Counselling from MCTC (charity) and Emotional Learning Support Assistant (ELSA) sessions for I individuals with specific needs. A range of resources for pupils with ASD and sensory and motor issues. E.g. weighted dog.	From 2021 and on-going	SENCO	Pupils to have access to resources which will enable them to be included within the curriculum and support specific needs.
	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Review all out-of-school provision to ensure compliance with legislation.	2021-2024	PE Co-ordinator SENCO	Increase in access to all school activities for all disabled pupils. British Sign Language Club will raise awareness of hearing impairment.

	Classrooms are optimally organised to promote the participation and independence of all pupils and adapted through Covid.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	As necessary	Class teachers	Increase in access to the New National Curriculum.
	Training for Awareness Raising of Equality Issues.	Provide training for staff, pupils and parents. Whole school community aware of issues relating to access. Outside agencies to provide information and training of a range of disabilities to the pupils and staff.	Ongoing DDA required sessions As necessary	Headteacher SENCo	Staff and pupils have a wider knowledge of the range of disabilities young people can have. Outside visitors/organisations have given appropriate information and training to staff and pupils.
	Ensure all children on SEN register have a provision map in place. Provision maps for all children on the SEN register.	Provision map is up to date and forms a key part of the planning and assessing process for all staff.	Reviewed every term	SENDCo	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
	Review of LSA deployment to support children with particular needs. Including the children with special educational needs and learning difficulties.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.  In review meetings with LSAs establish priority of support for children with SEN and learning difficulties.  LSAs to liaise with class teacher and SENCO for additional resources and training to meet the needs of the children they specifically work with.  Training for LSAs to help them meet the needs of the children they are working with. Whether by SENCO or outside agencies. Safe-guarding children with disabilities training given.	Reviewed regularly	SENDCo SLT Headteacher	Children who need individual adult support to participate in some activities have access to this support.

	<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.</p>	<p>Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provide training for staff. CPD for staff .</p>	<p>On-going</p>	<p>SENDCo Head Teacher</p>	<p>Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.</p>
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## Irby Primary School Accessibility Plan 2021-2024

### Improving the Delivery of Written Information at Irby Primary School

<b>Planning Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>
<b><u>Delivery of Written Information</u></b>	The school moves towards an electronic platform of reporting to parents and develop accessibility.	The school has explored electronic reporting methods and is knowledgeable about best practice. Accessibility widget added to homepage providing tools such as font, colour, contrast and dyslexia friendly prompts to aid accessibility.	On-going  July 2022	Admin staff  Admin staff	The school has electronic reporting methods in place. These include a texting service, email, Class Dojo, Google Classrooms information. Website is accessible to all stakeholders, providing key information as required.
	Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses. Weekly LSA meetings run by SLT. Awareness of target group raised. e.g. SEND	2021-2024	Head Teacher	School is more effective in meeting the needs of pupils.
	Make available school brochures, school newsletters and other information for parents in alternative formats. To	Review all current school publications and promote the availability in different formats for those that require it. Survey will be used to gain parent/carer opinions.	On-going	Head Teacher	Delivery of school information to parents and the local community improved. All school information available for all.
	Availability of written material in alternative formats. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	On-going	Head Teacher	Delivery of information to disabled pupils improved. Pupils with dyslexia have coloured paper to help reading.
	Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents/carers regarding the quality of communication. Parent Council to discuss on ideas to improve.	Termly through Parent Council meetings and yearly parent surveys.	Head Teacher	School is more aware of the opinions of parents and acts on this.

	<p>Make available school information for parents/carers based on SEN and disability and increase accessibility of SENDCo (0.1 additional release time).</p>	<p>Provide leaflets for parents on a range of SEN and disability information in bases with current practices. E.g. How to help your child with reading at home with dyslexic tendencies. Awareness of disability training and information after DDA information from outside visitors.</p>	<p>2021-2024</p>	<p>SENCO</p>	<p>Parents/carers will have a wider knowledge of SEN and disability needs and issues.</p>
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