



Arden Primary School



At Arden Primary School we believe that our children, whatever their needs, deserve a broad and imaginative curriculum that enables them to become independent and resilient learners who develop into respectful citizens of the future with high aspirations.

Accessibility Plan

2023-2025

Signed by

Andrew Briggs

Headteacher

Date: March 2023

Eddie Vearnals

Chair of Governors

Date: March 2023

Next review date: March 2025

Statement of Intent

Under the Equality Act 2010 all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the

Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.' (SEND code of Practice 2014)

At Arden Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe our children, whatever their needs, deserve a broad and imaginative curriculum that enables them to become independent and resilient learners who develop into respectful citizens of the future with high aspirations.

This plan outlines the proposals of the governing body of Arden Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;

2. Improving the environment in the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

The action plan below identifies key actions that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position March 2023:

- The school building is fully accessible for pupils with physical disabilities apart from the first floor of the KS1 building.
- Two lifts allow access to the first floor of the new build and the link between the KS1 and new building.
- The outside play areas are flat and almost all accessible to wheelchair users via ramps.
- Wheelchair access to the hall/dining room.
- Disabled toilet facility in the main reception area
- Two disabled parking spaces in the car park.
- Adequate space for meetings with parents and carers.
- Kitchen facilities on ground floor accessible for all staff
- The Maple Room is supported by a Behaviour Mentor and Behaviour Teaching Assistant.
- Two Pastoral Managers (x4 + x4 days/week) support a range of pupils and their families with a range of needs.
- Training and support are arranged as required to support children with additional needs.
- School use a screening tool to identify children with potential speech difficulties.
- Additional guidance sought from agencies to support the needs of specific children including the use of Stockport Sensory Impaired Service
- Teaching Assistants support a range of pupils, delivering learning and therapy programmes
- All staff have had training to support pupils with medical conditions; recent training has taken place in SEND, diabetes, epilepsy and asthma.
- There are trained first aiders in each Key Stage
- Medical needs training is completed by all staff annually
- The school is well-equipped with a range of learning aids and specific equipment.
- Quality First Teaching ensures differentiation for all pupils.
- School has an open-door policy.
- School visits/Extra-curricular activities are accessible to all pupils.

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Timescale	Responsibilities	Success criteria
To liaise with local Nursery providers to review potential intake for September annually	To identify who may need additional support or a different form of provision for the September intake	annually	HT EYFS Lead	Procedures/equipment/ideas in place by Sept to support needs (where prior information has been shared)
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 Inclusion Lead to attend termly network meetings Training and support provided by Stockport Inclusion Team	Ongoing	HT Inclusion Lead	All subject leaders All policies clearly reflect inclusive practice and procedure
To establish close liaison with outside agencies for pupils with ongoing health needs. eg Children with severe asthma, epilepsy, diabetes, heart conditions or mobility issues.	To ensure collaboration between all key personnel Update training annually and as required in other specific conditions Update medical conditions policy annually and ensure the annual parent return is gathered	Ongoing	HT TAs Inclusion Lead (x3 days/week) Learning Mentor (x4 days/week) Outside agencies	Clear collaborative multi-agency working approach to support pupils' needs
To ensure full access to an extended range of resources to enhance learning across the curriculum.	Extend EYFS Outdoor Provision (£8k) EYFS specialist advisory teachers; CPD for staff and: A differentiated curriculum with alternatives offered A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment	Ongoing	Teachers HT Inclusion Lead Educational Psychologist Stockport Inclusion Team	Advice taken and strategies evident in classroom practice Children with disabilities supported with access to curriculum Assessments recorded ensure progress can be measured using other criteria alongside ARE

	Specific equipment sourced from Occupational Therapy, Sensory Support Service and Stockport Inclusion Team			
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each venue is vetted for appropriateness Liaise with parents	As required	HT EVC Lead	All pupils in school able to access all educational visits and take part in a range of activities
To promote the involvement of disabled students in classroom discussions/activities	LA SEND Entitlement document – shared with staff and practice reviewed Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate: Wheelchair access Continue to use iPad and 'connect' to class whiteboard through app 'Join Me' Range of learning material and reading books with enlarged print, tinted paper as appropriate Features such as sticky keys and filter keys to aid disabled users to use a keyboard Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people Visitors to school –workshops and assemblies Staff cpd	Ongoing	Whole school approach School Nurse Occupational Therapy Sensory Support Service	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Children with disabilities supported with access to curriculum

To evaluate and review the above short and medium term targets annually and report to Governors	See above Resources and Curriculum Governors	Annual review Inclusion Lead/SEND Governor meetings- X2 yearly	Inclusion Lead SLT/SEND Governor	All children making good progress Governors fully informed about SEND provision and progress
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Arden Primary is continuing to grow and develop. As a result of the building work in 2016, the school has improved its facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's development planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibilities	Success criteria
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, loop system for the hearing impaired and more accessible facilities and fittings, disabled parking.	March 2023 ongoing	SLT	Enabling needs to be met where possible The building allows improved access to all areas of the school (internally and externally)
To ensure an environment that meets the needs of all	A calm environment established using a neutral colour palette and a decluttered environment	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained

children including those with sensory needs				
Ensuring all with a disability are able to be involved	Create access plans for individual disabled children.	With immediate effect, to be constantly reviewed	Sensory support service Teaching and non-teaching staff	Enabling needs to be met where possible
To ensure that all the medical needs of all pupils are met fully within the capacity of the school	To conduct parent interviews, liaise with external agencies, identifying staff training needs and establish individual protocols where needed Staff training where necessary.	With immediate effect to be constantly reviewed	Headteacher SBM Occupational Health School Nurse	Pupil's medical needs are met
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off and collect children Arrange interpreters if required from RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Continue to develop the playground, school grounds and facilities	Look for funding opportunities Plans to be develop school grounds – Woodland area, KS1 Trim Trail, Forest School	Ongoing,	Whole school approach	Inclusive child-friendly learning and play areas

All future plans for the development of the building to take into account the Equality Act	Audit the access any future plans for developing the facilities we currently have.	Ongoing	HT SBM Site Manager	Where it can be reasonably achieved, the school building continues to be accessible for all. Improved links between the KS1 and KS2 playgrounds.
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Aim 3: To improve the delivery of information to disabled pupils and parents.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. This may also include providing parents and children with information in other languages.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibilities	Success criteria
To improve access to written information for pupils, parents and visitors with a visual impairment	Investigate software to support pupils, parents and visitors with a visual impairment Raising awareness of font size and page layouts will support pupils with visual impairments	Ongoing	SBM Site Manager	Access to written information is improved

To review children's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher at transition meetings in July Annual reviews Inclusion meetings Medical forms updated annually for all children Personal Health Plans Significant health problems – children's photos displayed on staffroom noticeboard/info kept in separate file in staffroom	Annually	Class teachers Outside agencies SLT Office Staff	Each teacher/staff member aware of disabilities of children in their classes
In school record system to be reviewed and improved where necessary	Record keeping system to be reviewed CPOMs used to record medical updates	Continual review and improvement	SBM SLT	Effective communication of information about disabilities throughout school

Complaints - The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

March 2023.

