



Alder Grove
Church of England Primary School



Accessibility Plan

Date	September 2020
Review	September 2023

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Keys Academy Trust: Mission Statement -

The Trust's vision is to provide the very best educational experiences for our pupils and staff so that our family of schools are recognised as centres of academic and pastoral excellence at the heart of the communities they serve.

The aim of Alder Grove Church of England Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. The school will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community.

Alder Grove CofE Primary School has the following equality objective:

To create a rich environment which enables all pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The development of this Accessibility Plan has been written in partnership with The Keys Academy Trust and Wokingham Borough Council.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Ensure compliance with DDA and Code of Practice.	Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan via staff meetings, guidance notes and governor meetings.	HoS	Spring term 2020	School complies with DDA and COP Requirements as judged through governor and SLT monitoring.
	All staff to know and understand the SMART targets for each EAL, PP or SEN child in their class and to put required actions into place.	Learning walks, pupil progress meetings, inclusion meetings, book looks.	HoS	Oct 2020	All PP pupils to have an up to date Pupil Premium Profile which includes SMART targets. All IPPs to include SMART targets. Teachers and TAs are able to evidence to HoS how they are meeting/working on these targets. Evidence of pupil progress against their SMART targets and pupils at least maintaining their level as they move up through the school.

	<p>Increase awareness and involvement of children and parents in disability issues.</p>	<ul style="list-style-type: none"> • Books and resources to reflect a more diverse community, including disabilities. • Awareness raising events within school and the community such as highlighting and taking part in National days such as Autism awareness day, Developmental Language Disorder Day etc. • Timetable of events drawn up to map out year 	HoS	Sept 2020	<p>Disabled children within the school are included at break and lunch time and feel secure within their peer groups.</p> <p>Peer groups have knowledge and understanding of their peers with disabilities.</p> <p>Parents are involved in key decisions made by the school in relation to disabilities via the parent forum.</p>
	<p>Staff experts set up for key disabilities such as HI, SLCN, ASD, dyslexia, dyspraxia.</p>	<p>At least one member of staff to be trained in working with the following areas: HI, ASD, SLCN, dyslexia, dyspraxia</p> <p>Priority given to areas that are required within school.</p>	HoS with support from SENCO from the within the Keys Trust	Ongoing - Dec 2022	<p>Members of staff will have received training from the relevant professionals (e.g. EP, SLT, OT) and are confident giving advice and working with other staff members to support children within the classroom. All staff feel empowered to support children with disabilities in their classrooms.</p> <p>Improved access to the curriculum for pupils with SEN.</p>
	<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips.</p>	<p>Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.</p>	Class teacher HoS	Ongoing	<p>All pupils access and experience the opportunities available.</p>

	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision.	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	HoS	Ongoing	All pupils access and experience the opportunities available.
	To regularly review the curriculum and teaching plans to ensure children have access to all parts.	Termly on a curriculum review cycle	Class teacher HoS	Ongoing	Any review that has happened meets the needs of the current cohort of children.
	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	HoS with support from SENCO from the within TKAT.	Ongoing	Access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.

Improve and maintain access to the physical environment	Indoor and outdoor equipment is purchased that takes disability into consideration.	During purchasing of equipment and resources accessibility for all is taken into consideration and is a key factor.	HoS	Sept 2020	Children and staff with disabilities have the same opportunity to access equipment at school
	New school site is fully accessible for all disabilities	During school set up in Summer 2020 term all areas of the school site are checked for accessibility.	HoS	Sept 2020	Children, staff and visitors can access all areas of the school.
	Regular review of needs for current pupils	As school numbers increase continually review access arrangements for school EHCP plans to support	HoS	Ongoing	Children, staff and visitors can access all areas of the school.
	Personal evacuation plans completed for student and staff who are identified as requiring one	Liaise with parents and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	HoS	As required	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practiced to ensure it can be implemented successfully.
Improve the delivery of information to pupils with a disability	School looks into the purchasing of software to support children to access learning and are trained in systems i.e. Communicate in Print	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	HoS with support from SENCO from The Keys Trust	Dec 2020	Children with identified needs have a greater ability to access information.

	New signage around school including visual clues to aid visually impaired and EAL.	During purchasing of signage accessibility for all is taken into consideration and is a key factor	HoS with support from different professional bodies	Sept 2020	Children, staff and visitors can access all areas of the school.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head of School/LGB.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Pupil premium policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Building over 2 floors. WBC has access and responsibility for 1 st floor until the school requires. Children do not need to access 1 st floor until 2024-2025, but adults may.	Lift already in place. Annual maintenance checks by WBC/The Keys to occur and purchase of an evacuation chair	Premises Manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors are wide enough for wheelchair access Chairs must remain pushed under tables when not in use to ensure clear access along each corridor Any obstructions (i.e. coats/bags on floor) should be cleared immediately to prevent trip hazards	All staff/pupils All staff/pupils	On going
Lifts	Lift to 1 st floor in place	Lift already in place. Annual maintenance checks by WBC/The Keys to occur and purchase of an evacuation chair.	Premises Manager	Annual
Parking bays	Designated for disabled access	Disabled space clearly marked to be accessible at all times as and when needed. More spaces coned off if required.	Premises Manager	As required

Entrances	<p>Main entrance at front of school via office/reception, hall access and additional access for children via playground.</p> <p>Internal doors are wide enough for wheelchair access.</p>	All entrances to the school are accessed by double doors and can be opened to allow access for wheelchairs if required.	Any member of staff	As required
Toilets	Disabled toilet with wider door access located in hall corridor.	No action required as equipment already in place for disabled use.		
Reception area	Access to reception via double doors.	<p>Ensure visitors sign in at suitable height for wheelchair users.</p> <p>Ensure chairs located in reception are positioned to allow access for wheelchair users.</p>	Operations Manager	Asap
Internal signage	Signage across school is accessible to all.	<p>During purchasing of signage accessibility for all is taken into consideration and a key factor.</p> <p>Improve signage around school on doors with wheelchair access.</p>	HoS	Asap
Emergency escape routes	Clearly marked escape routes around school.	Improve signage for escape routes so is accessible to all.	HoS	Asap