



Accessibility Plan

September 2023 – July 2024

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Key aims

To ensure pupils with a disability have:

- Total access to our setting's environment, curriculum and information and full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's Equal Opportunities Policy and SEN Information Report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision or education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To publish an accessibility plan
- In performing their duties, Hub Councillors have regard to the Equality Act 2010
- Our setting:
 - Recognises and values the young person's knowledge / parents' knowledge of their child's disability
 - Recognises the effect their disability has on his/her ability to carry out activities
 - Respects the parent's and child's right to confidentiality
- Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate

Increasing access for disabled pupils to the school curriculum

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupils are able to access
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required

Improving access to the physical environment of the school

Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we became aware that parents may not be accessing information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

| Access to the physical environment - statutory | | | | | |
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| Accessibility Outcome | Action to ensure outcome | Who responsible | Long, medium or short term | Time frame | Notes |
| Classrooms are adapted to ensure access for all areas. | Ensure all classrooms, corridors and school hall are kept clutter free and regular clearances happen to reduce items collected over the term. | All staff | Long term | Ongoing | |
| Calm, low sensory areas available in the setting. | Develop use of Sensory space in EYFS. | EYFS staff & SENDCo | Long term | Ongoing | EYFS Quiet Area developed and KS2 Sensory Room split into 2 smaller sensory room spaces. |

| Ensuring inclusion in the school community | | | | | |
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| Accessibility Outcome | Action to ensure outcome | Who responsible | Long, medium or short term | Time frame | Notes |
| Parents are able to access teachers and other staff members | Open door policy. Ensure parents and staff are clear on systems; parents phone/email school office to arrange | All staff | Medium term | Ongoing | |

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| when they need someone to speak to. | appropriate time for staff member to contact them or arrange a meeting. Half termly school newsletters with contact details. Who's who on school website. | | | | |
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| Access to the curriculum - statutory | | | | | |
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| Accessibility Outcome | Action to ensure outcome | Who responsible | Long, medium or short term | Time frame | Notes |
| Regular and updated staff training. | Continue to arrange training courses and INSET CPD based on identified training needs. | SLT Curriculum leads | Long term | Ongoing | |
| All children able to access learning materials. | CPD around appropriate scaffolding tools / strategies. CPD around appropriate communication strategies (e.g. visuals, Makaton). Strategic deployment of staff. | SENDCo SLT Curriculum leads | Long term | Ongoing | Monitored and reviewed through IEP reviews / pupil progress review meeting and through learning walks. |
| Out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable participation of the whole range of pupils. | Risk assessments undertaken where appropriate. Forward planning and liaison with pupils/parents e.g. Year 6 Camp. Providers comply with legal requirements. | SENDCo SLT | Long term | Ongoing | |

Access to information advice and guidance - statutory

| Accessibility Outcome | Action to ensure outcome | Who responsible | Long, medium or short term | Time frame | Notes |
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| Ensure all reports from external agencies are shared with relevant staff and families. | Aspire leads, Heads of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals. | Aspire leads, Head of School and SENDCo | Long term | Ongoing | |