



Accessibility Plan

Background

Under the Equality Act 2010, the Governing Body of Allerton Church of England Primary School is required to deliver these duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school's accessibility plan is to be resourced, implemented, reviewed and revised as necessary and reported on annually. Relevant sections of the School Improvement Plan show how the school will address the priorities identified in the plan.

Starting Points

The purpose and direction of the school's plan: vision and values

Allerton CE Primary has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

Allerton CE Primary School makes all children feel welcome irrespective of race, gender, faith or impairment.

Information from pupil data and school audit

This section aims to demonstrate the presence, participation, and achievements of disabled pupils. The school will conduct an audit of children for whom the school has on role. The presence of disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the school SEND provision map and whole-school provision map.

The school has considered its strengths and weaknesses in working with disabled pupils:

- There are no areas of the curriculum to which current disabled pupils may have limited or no access.
- There are no parts of the school to which current disabled pupils may have limited or no access.
- All children on the school additional needs register are able to choose and participate in extra-curricular activities (in or out of school hours)

- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in Learning and Teaching, Behaviour Policy and Anti-Bullying policy, Risk Assessment procedure, time-tabling, the administration of medicines.
- Analysis of end of year and of Key Stage outcome data includes a focus on children with SEND.

The school has set the following priorities in respect of consultation on the plan:

- Annual analysis of outcome data for the SEND data set will include a focus on the outcomes for children on the school disability register.

Views of those consulted during the development of the plan The plan is informed by:

- The priorities of the local authority.
- The views and aspirations of other disabled people or voluntary organisations
- The views and aspirations of disabled children and young people themselves
- The views and aspirations of the parents of disabled pupils

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

The aim of this accessibility plan is to go beyond the basic principles of three-level differentiation and respond to the fact that, for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between class teacher and member of the Inclusion Team to plan for the needs of any child on the Additional Needs Register to produce an individual access plan or that child where necessary.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access plan for these children.
- Monitoring of access to extra-curricular activities by children on the school Additional Needs Register - clubs, residential etc.,
- Lesson observations will include a focus on access for children on the Additional Needs Register.
- Monitoring of TA support to enable inclusion of children on the Additional Needs Register in subject areas in which they require support.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- The school will ensure overall priorities for curriculum access.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled, where appropriate.

Making it happen

Management, coordination and implementation

The school Accessibility Plan will be fully integrated into the:

- School Improvement Plan
- SEND policy
- Asset management plan
- Health and Safety Policy

The school Accessibility Plan will, where appropriate, be coordinated with the Local Authority Accessibility Plan, Social Care, relevant health agencies. The Governing Body takes responsibility for the school Accessibility Plan:

- The Access plan will be reviewed and revised annually by the SMT and the Governing Body
- The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan.
- The Access Plan will be available to all children, staff, and parents to contribute to the review process at any time.

The school has set the following overall priorities for increasing curriculum access:

The school Accessibility Plan will be fully integrated into the:

- School Improvement Plan
- Professional Development Plan
- SEND policy
- Asset Management Plan
- Health and Safety Policy

Getting hold of the school's plan

The School Accessibility plan will be available on the website so staff, parents and children may have access to it. The School Accessibility plan will be available as a paper copy to which any child, parent, or outside agency may have access. This can be requested from the School Business Manager.

The school has set the following overall priorities for increasing curriculum access:

- School Access plan to be available on the School Website
- School Access plan will be available as a paper copy Allerton

March 2018

This plan has been drawn up and written by the School SENCO. The plan and future amendments to the plan will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

Drafted by: Jo Linsley

Date: Annually