

Learning is ACE



Astley Primary School

Accessibility Plan 2021-2024



The school is required under the Equality Act 2010 to have an accessibility Plan. The principle of the plan is to increase the degree that 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 and to improve the availability of accessible information to disabled pupils

Our school aims to treat all of our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Astley, our vision is to be *ACE* - to provide an *Astley curriculum experience*. *ACE* is an inspiring, aspirational, challenging and inclusive learning experience for every single child which enables them to become kind and respectful lifelong learners who have *CHOICE!*

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

	Targets	Strategy	Timescale	Responsibility	Success Criteria
Physical Access	Audit of current access.	SLT/School Council to undertake an access audit.	September 2021-2024	SLT Headteacher	Reasonable adjustments to physical environment to cater for all children and adults at the school

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	<p>The school is aware of the access needs of disabled children, staff, governors and parent/carers. The school staff are aware of access issues</p>	<ul style="list-style-type: none"> a) To create access plans for individual disabled children. b) Confidential survey to staff/governors to ensure access needs are met when in school. c) Find out the access needs of parents/carers through a questionnaire/newsletter. 	<p>Ongoing</p> <p>Autumn Term 2021</p> <p>Autumn Term 2021</p>	<p>SLT Headteacher Inclusion Co-ordinator</p>	<p>Access Plans in place for disabled pupils and all staff aware of pupils needs. All staff/Governors feel confident that their needs are being met. Parents have full access to all school activities.</p>
	<p>Ensure disabled parking spaces are available at all times and have mechanisms to keep them clear.</p>	<p>Inform parents/visitors of where disabled parking spaces are and carry out periodic checks to ensure that they are left clear.</p>	<p>Ongoing</p>	<p>SLT/Business Manager/office Staff</p>	<p>Disabled parents and visitors are able to park.</p>
	<p>Ensure all disabled pupils/staff can be safely evacuated.</p>	<ul style="list-style-type: none"> a) Put in place Personal Emergency Evacuation Plans for all disabled pupils/staff. b) Develop a system to ensure all staff are aware of their responsibilities during an evacuation. 	<p>When Needed</p>	<p>SLT Headteacher Inclusion Co-ordinator</p>	<p>All disabled pupils/staff and staff working alongside children are safe in the event of a fire.</p>

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Curriculum Access	Ensure Teaching Assistants have specific training on disability needs as appropriate.	Staff access to appropriate CPD.	When Needed	SLT Headteacher Inclusion Co-ordinator	TAs feel confident in their ability to help and support disabled pupils.
	Offer a differentiated curriculum for all pupils and resources are used to support access to learning	<ul style="list-style-type: none"> a) Curriculum is mapped to show intent and how skills are progressed and developed. b) Teachers plan lessons with differentiation using 3 challenges and an extension. For some children they will have their own challenge. c) Staff consider what resources can be used in lessons to enhance learning. 	Ongoing	Subject Leaders Class Teachers SLT Headteacher	All pupils are able to access learning at their level.

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	Ensure all staff are aware of disabled children's curriculum access	<ul style="list-style-type: none"> a) Set up a system of individual access plans for disabled children when appropriate. b) Information sharing with all agencies involved with the child when appropriate. 	When Needed	SLT Headteacher Inclusion Co-ordinator	All staff aware of individual needs.
	Use IT software to support learning.	Install software where needed.	When Needed	SENCo IT lead Synergy ICT team	Wider use of IT resources used to support access to learning.
	All extra-curricular/trips including residential trips are planned to ensure, where reasonable, the participation of all pupils.	<ul style="list-style-type: none"> a) Trips/extra-curricular activities are planned with all children in mind and reasonable adjustments are made to ensure children can take part. b) Risk assessments are created for individual pupils. 	When Needed	Trip leaders/Class Teachers EVC Lead	Increase in access to all school activities for all pupils.

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Access to Information	Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> a) Ask parents/carers about access needs when a child is admitted to school. b) Ensure letters are proof-read prior to being sent to parents so that content is understandable. c) Produce newsletters, brochures etc in alternative formats e.g. large print, coloured backgrounds, if requested. 	Ongoing	<p>Headteacher/Class Teacher</p> <p>All staff</p> <p>School Business Manager/office staff</p>	All parents are able to access information in a format that they can access.
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Governors have read and approved this plan.

Written: September 2021

Next Full Review: September 2024