

# INKBERROW PRIMARY SCHOOL

**Love to learn, learn to care**

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

## **Accessibility Plan 2024 - 2027**



Written By	Abbie Holliday & Glenn Duggan
Reviewed By/On	Local Governing Board
Approved By/On	Summer 2024
Next Review Required	Summer 2025

## **Section 1: Vision statement**

### **Purpose of the Plan**

The purpose of this plan is to show how Inkberrow Primary School intends, over time, to increase the accessibility of our school for pupils with Special Educational Needs and Disabilities. Inkberrow Primary School is committed to providing an environment that enables all pupils to access all aspects of the curriculum, access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

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

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
  
- b) Improving the environment of the school to increase the extent to which pupils with Special Educational Needs and Disabilities can take advantage of education and associated services;
  
- c) Improving the delivery of information to pupils with Special Educational Needs and Disabilities.

## **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Teaching and Learning Policy
- Avonreach Equality Information and Objectives Policy
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

## **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how we at Inkberrow Primary School will address the priorities identified in the plan. The plan is valid for three years 2020-23 and it is reviewed annually.

## **Section 2: Aims and objectives**

### Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

**The table below sets out how the school will achieve these aims.**

<b>Objectives</b> State short, medium and long term objectives	<b>Accessibility Planning Code</b> C, E, I	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Date to be completed by</b>
To further strengthen the provision for SEND pupils.	C, E, I	<ul style="list-style-type: none"> <li>• Ensure all paperwork is completed and reviewed.</li> <li>• Liaise with pre-schools to ensure early identification.</li> <li>• Work with parents and external agencies to ensure support is effective.</li> <li>• Complete the IQM Inclusion Mark</li> </ul>	All staff	Annual check in July of each year
To ensure all staff and families are informed of pupil's needs and strategies.	I	<ul style="list-style-type: none"> <li>• Hold termly review meetings with parents.</li> <li>• Share Individual provision maps with staff, pupils and parents to ensure targets are shared and strategies for support are implemented.</li> <li>• Use SENDCo email address to allow parents to communicate with school.</li> <li>• Use home/school communication books where appropriate.</li> </ul>	SENDCo All staff	Termly reviews to be held by SENDCo  As required
To support pupils through a range of interventions.	C, E	<ul style="list-style-type: none"> <li>• Evaluate and review intervention programmes being used in school.</li> <li>• Ensure staff receive training where needed.</li> <li>• Track interventions using scholar pack and insight so progress can be identified and new targets set.</li> </ul>	All staff	Autumn Term 2020  As required Termly input
To support pupils through a SEND inclusive Classroom environment.	C, E	<ul style="list-style-type: none"> <li>• Whole school environment checklists.</li> <li>• Widgit symbol/pictures to be used on labels.</li> <li>• Pastel colour backing paper.</li> <li>• Work stations and sensory boxes.</li> </ul>	All staff	Annual classroom checks onwards Ongoing Ongoing

		<ul style="list-style-type: none"> <li>• Word mats and grammar key rings.</li> <li>• Visual timetable.</li> </ul>		
For SEND pupils to receive Quality First Teaching Strategies to support needs.	C, E	<ul style="list-style-type: none"> <li>• Differentiation by level and support.</li> <li>• Use of resources to support learning.</li> <li>• Learning well organised and given in chunks.</li> <li>• Use VAK strategies to support all types of learners.</li> <li>• Deploy TA's to support.</li> </ul>	Teaching Staff	Ongoing for all class staff
To improve pupil voice for pupils with SEND.	C, I	<ul style="list-style-type: none"> <li>• SEND pupils on the school/eco council.</li> <li>• SEND forum with pupils.</li> <li>• Pupil passports.</li> </ul>	SENDCo	Autumn Term 2024
To quickly identify and refer pupils for SEMH support.	C, I	<ul style="list-style-type: none"> <li>• Use resources provided.</li> <li>• Use identification strategies to track pupils and intervene at the appropriate level.</li> <li>• Use of Inky's den.</li> <li>• PSHCE lessons.</li> </ul>	All staff	Ongoing
To improve access to Extra-Curricular Activities for pupils with SEND.	C, E	<ul style="list-style-type: none"> <li>• Liaise with Sports Coaches and teaching staff.</li> <li>• Communicate with parents and pupils to make adaptations to support/encourage pupils to take part.</li> </ul>	SENDCo	Monitor Termly
To track the progress of SEND pupils by category of need.	C	<ul style="list-style-type: none"> <li>• Use of Insight pupil tracking.</li> <li>• Scholar pack.</li> <li>• Individual provision maps.</li> <li>• Class provision maps.</li> </ul>	SENDCo HT	Termly
To provide training for staff on SEND.	C, I	<ul style="list-style-type: none"> <li>• Audit training needs.</li> <li>• Identify training courses.</li> </ul>	SENDCo	As needed

		<ul style="list-style-type: none"> <li>• Whole school training/updates by SENDCo.</li> </ul>		
To draw up plans to improve wheelchair access .	E, I	<ul style="list-style-type: none"> <li>• Look at site plans.</li> <li>• Identify routes in and around school from different classrooms.</li> </ul>	Finance and Operations Committee	Summer 2025
To explore provision for pupils with physical needs.	E	<ul style="list-style-type: none"> <li>• Explore changing facilities including the installation of a hoist.</li> <li>• Audit lighting, check suitability.</li> <li>• Purchase books with large font and braille to support those with a visual impairment.</li> </ul>	SENDCo Governors	Summer 2025
To expand the range of PE equipment.	E	<ul style="list-style-type: none"> <li>• Audit PE equipment.</li> <li>• Explore equipment to be used for those with a visual or hearing impairment.</li> </ul>	SENDCo	Sports Premium

