



Aiskew, Leeming Bar
Church of England Primary School

*'Rooted in love and growing together
to become lifelong learners'*

Accessibility Improvement and Equalities Action Plan, 2020-2023

This plan is annually monitored by the Headteacher, SENCO and SEND Governor.

Rationale

At Aiskew, Leeming Bar CE Primary School, we believe that children learn best when they are 'rooted in love' and grow together as learners – that they understand how they learn. Part of this understanding is to encourage the pupils to become as independent as possible in their learning; to do this we may need to make adaptations to the resources, scaffolds and tasks we give them. We really care about the individual child's needs and abilities – children are aware that they learn in different ways and need varying levels of support and through this, ensure our pupils are inclusive towards one another.

Targets listed below vary between short, medium and long term goals. In general, the timescale is longer for higher numbered items.

Aims and Purpose

This Accessibility Plan has been drawn up to cover the period from Autumn 2020 until Summer 2023. The plan is available in large print and can be made accessible in other formats, if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability 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 carry out normal day to day activities."

Aiskew, Leeming Bar CE Primary School is committed to providing an environment which values and includes all pupils, staff, parents, carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Aiskew, Leeming Bar CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. This can be clearly seen in our vision, 'Our vision guides us in all that we hope to be, enabling every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life.'



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Our key aim is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

To this end, the school will:

- Comply with the DDA through provision of policies covering SEND and Inclusion, Safeguarding and Child Protection.
- Ensure disabled pupils are not discriminated against in terms of Admissions and Exclusions (as confirmed by these policies).
- Recognise and value parents/carers' knowledge of their child's disability and its effect on their ability to carry out normal activities.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils, endorsing the key principles in the National Curriculum and EYFS Framework.
- Set suitable learning challenges and targets, responding to pupils' diverse learning needs, to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Seek and follow the advice of LA services, such as specialist teachers through the SEN hubs, SEN professionals and health professionals.
- Provide teachers and teaching assistants with the necessary training to teach and support disabled pupils (e.g. improving awareness that disabled pupils may tire more quickly than their able peers due to physical/mental effort expended in order to keep up; improve understanding that disabled pupils may not be able to engage in particular activities/may need significant adjustments, for example some forms of exercise in physical education).
- Ensure classrooms are organised for disabled pupils and ensure that lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity.
- Provide access to technology/equipment appropriate for pupils with disabilities and ensure they are taught how to use them effectively.
- Make school visits accessible to all pupils irrespective of attainment or impairment, removing all barriers to learning and participation

Access to the Physical Environment

Access to the Physical Environment			
Targets	Strategies	Responsibility	Success criteria
1. School is aware of the access needs of disabled children, staff and parent/carers	a) Create access plans for individual disabled children as part of provision map	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	b) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.	Headteacher	Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.



Access to the Physical Environment

Targets	Strategies	Responsibility	Success criteria
	c) Develop pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. d) Circulate information on Access to Work Scheme to SLT and governors e) Ensure staff are aware of Environment Access Standard	Admin team/ Headteacher Headteacher	Parents able to access fully all school activities. Access issues not influencing recruitment and retention decisions.
2. Ensure all routes through school are accessible to wheelchairs	a) Rearrange furniture so area is wheelchair accessible and there are sufficient waiting chairs for visitors b) Maintain all corridors etc. without clutter to ensure those with mobility issues can access all areas.	Caretaker All Staff	Disabled parents/carers visitors feel more welcome.
3. Ensure signage and external access is appropriate for visually impaired people	a) Replace external light bulbs immediately when out b) Get advice on appropriate colours/styles for signs and progressively replace temporary ones	Caretaker Caretaker	Visually impaired people feel safe in the grounds. Access around the site easier for all.
4. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for any disabled children b) Develop a system to ensure all staff are aware of their responsibilities	SENCO Headteacher	All disabled children and staff working with them are safe and confident in event of fire.



Access to the Physical Environment

Targets	Strategies	Responsibility	Success criteria
5. Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the LSS b) Seek funding from the Access Fund for improved lighting and replace inadequate lighting	SENCO Headteacher	Lighting improved for visually impaired children currently in school.
6. Ensure all fire escape routes are suitable for all	a) Request advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors b) Secure funding for any required works from the LA c) Make any required amendments to fire doors to make them accessible to disabled people	Headteacher Headteacher LA	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
7. Review materials used within the classroom so that background noise is eliminated as much as possible to support pupils with hearing impairment.	a) Seek advice from the Teacher of the Deaf to undertake an assessment of the environment and give recommendations for improvement. b) Enquire as to whether an amplifier would improve accessibility for pupil with hearing impairment.	Class teacher/SENCO	Background noise is eliminated as best as possible. Child with hearing impairment has access to good quality sound.

See next page for Curriculum targets.



Access to the Curriculum

Access to the Curriculum			
Targets	Strategies	Responsibilities	Success criteria
1. Increase confidence of staff in differentiating the curriculum	a) Monitor differentiation in all observations / scrutinies b) Assign CPD training to training identified e.g. dyslexia, differentiation, alternative recording	SENCO Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation. Lesson observations / scrutinies evidence effective differentiation
2. Ensure TAs have access to specific training on relevant disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access at least 1 relevant piece of CPD each year	SENCO Headteacher	Raised confidence of TAs as above.
3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans where required for disabled children. b) Set up system for information to be shared with appropriate staff –e.g. through briefings / memos / staff meetings	SENCO	All staff aware of individual pupils' access needs.



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Targets	Strategies	Responsibilities	Success criteria
4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software	SENCO SENCO	Wider use of SEN resources in mainstream classes.
5. Ensure all school trips and visits are accessible to all	a) Develop guidance for staff on making trips accessible b) Use Pupil Premium / Service Premium to get additional TA support	SENCO Headteacher	All children in school able to access all school trips and take part in range of activities.
6. Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
7. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Assemble resource box / resource area on system for disability equality information and teaching aids c) Consider how to integrate disability equality into Long Term Plans	Headteacher	Gradual introduction of disability issues into all curriculum areas.



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Targets	Strategies	Responsibilities	Success criteria
8. Develop consistent approach to differentiation and alternative recording in school through use of technology	a) Devise and consult on a model school policy with good practice guidance b) Organise staff meetings to share good practice	SENCO SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
9. Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for pupils unable to access other provision	Headteacher	Disabled children confident and able to participate equally in out of school activities.
10. Ensure all staff have undertaken disability equality training	a) Set up CPD training for all staff on disability equality b) Ensure new staff access similar CPD courses, or have briefing within induction	SENCO	All staff work from a disability equality perspective.



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Targets	Strategies	Responsibilities	Success criteria
11. Ensure all staff have training in using dyslexic friendly type face/background colours and pupils use their reading rulers/coloured glasses appropriately	a) SENCO to consult with dyslexic children on which type faces/background colours are the most effective. b) School adopts consistent type face which dyslexic children prefer c) Training on colour stress and testing of pupils on colour stress	SENCO Teachers SENCO	Consistent type face used throughout school which dyslexic children have chosen. Background colours are used on slides to eliminate stress. Pupils have access to coloured overlays/coloured glasses to support reading/writing in all curriculum areas

See next page for Access to Information Targets.



Access to Information

Access to Information			
Targets	Strategies	Responsibilities	Success criteria
1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print, digitally if requested d) Show parents/carers how to use the read aloud function on PDFs to support accessibility to information	Admin Team	All parents/carers getting information in format that they can access e.g. large print, digital etc, including use of the read aloud function.
2. Ensure all staff are aware of guidance on accessible formats	a) Distribute guidance on good practice in accessible formats b) Guidance to staff on dyslexia and accessible information	SENCO	Staff start to produce routine information to children in familiar and more accessible ways.
3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies on IEPs to meet needs	SENCO	Staff more aware of parents/carers' and pupil's preferred methods of communication.
4. Redesign school prospectus to be accessible and explicitly welcoming to all	a) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	Headteacher	Parents/carers feel confident in the information they have about the school.



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Access to Information

Targets	Strategies	Responsibilities	Success criteria
5. Produce accessible leaflet and increase support for parents/carers of disabled children	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school. b) Routinely distribute information regarding disability access etc	SENCO SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
6. Children become more aware of their own learning styles and access needs	a) Encourage pupils to express their access needs and explore learning styles through the explicit teaching of Building Learning Power	All teachers/TAs	Children able to articulate their access needs and understand their own learning styles.
7. Enhance and develop use of visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	SENCO Staff meeting	All children clear about timetable and secure about what is happening.
8. Provide information to all pupils on different disabilities / SEND	a) Encourage SEND pupils to prepare assemblies / class presentations to discuss their needs with their peers b) Use of Citizenship lessons / circle time	SENCO Teachers	Pupils with SEND are able to feel comfortable knowing that their peers understand what makes them different and how they can help one another.



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Equalities Objectives

Equality Objectives 2020-23

- Capture pupil voice on school matters through the school council, questionnaires, collective worship and whole school discussions.
- Consult with children regarding Building Learning Power and encourage children to self-assess regarding their use of these within school to support their understanding of learning needs.
- Improve Access to the Curriculum by ensuring CPD meets learning needs of all children in school.
- Improve Inclusion by reviewing anti-bullying policy and procedures and behaviour policy.
- Ensure accessibility plan targets above are met, including promoting equality of access:
 - to the physical environment
 - to the curriculum
 - to information