



Aiskew, Leeming Bar
Church of England Primary School

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

Accessibility Improvement and Equalities Action Plan, 2023-2026

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' within a Christian community 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 2023 until Summer 2026. 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.'



Aiskew, Leeming Bar Church of England Primary School

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

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.

Role of the Head Teacher and Governing Body

The role of the Executive Head Teacher and Governing Body is to ensure that the physical environment of the school is compliant with the DDA. Furthermore, the Head Teacher and Governing Body should ensure that all school information is provided in accordance with DDA. As such, the school will:

- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises (such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings).
- Ensure access for all pupils in the following areas: academic, sporting, play, social facilities, classrooms, the hall, the library and playground.
- Support any pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by steps, doorways and toilet facilities.



Aiskew, Leeming Bar

Church of England Primary School

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

- Ensure pathways of travel around the school site and parking arrangements are safe, routes are logical and well-signed and that fire emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities.
- Ensure visual signing is clear to all pupils with disabilities, that all areas are well lit, and that furniture and equipment is selected, adjusted and located appropriately.
- (With support from the LA) provide information in alternative formats when required or requested (including information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information).
- Ensure that staff members are familiar with technology and practices developed to assist people with disabilities.
- Ensure that, where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school will provide reasonable adjustments.

Access to the Physical Environment

Access to the Physical Environment				
Targets	Actions	Timescale	Responsibility	Outcomes
Ensure all building work complies with DDA guidance.	Discuss the DDA principles with relevant personnel and contractors.	Ongoing	Headteacher Governing Body	On-going improvements in access are made to areas when undertaking maintenance work and when undertaking improvement works.
Ensure the physical access to the site is accessible to all.	Review the physical access to the site for visitors and pupils with disabilities.	Ongoing	Headteacher SEND Governor H&S Governor	Visitors and pupils can access school easily.
Improve the physical environment in order to make it as supportive as possible to learners.	Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP/IEPs/reports from professionals to ensure pupils have the correct support.	Oct, Feb and May (in line with IEP reviews)	Headteacher SENCO	Pupils with disabilities are well supported.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for any disabled children	Termly	SENCO	All disabled children and staff working with them are safe and confident in event of fire.



Aiskew, Leeming Bar

Church of England Primary School

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

Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure all disabled staff and visitors can be evacuated safely.	Regular fire drills and reminders at staff briefings to ensure staff are aware of their responsibilities. Adapt routes where necessary. Admin staff to seek relevant information from any visitor when signing in as to whether they need support with being evacuated.	Termly Ongoing	Headteacher Admin	Fire drills demonstrate that the plans work effectively. All disabled pupils, staff and visitors can exit the school safely in emergency situations.

Access to the Curriculum

Access to the Curriculum				
Targets	Strategies	Timescale	Responsibilities	Success criteria
Ensure all staff members have access to specific training on disability issues where relevant.	Use staff audits to identify training needs.	Annually	SENCO	Raised confidence of staff leading to increased pupil participation and progress.
Ensure all staff are confident removing specific barriers to learning for pupils with disabilities and increase the range of supportive strategies used to engage and enhance learning.	Training to staff (including new staff upon induction) using self-scaffolding, prompting, clueing, modelling and correcting. As well as ensuring pupils get access to explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping; and use of assistive technology.	Annually/ Induction	HT	Pupils will have greater independence in their learning.



Aiskew, Leeming Bar

Church of England Primary School

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

Access to the Curriculum				
Targets	Strategies	Timescale	Responsibilities	Success criteria
Ensure all educational visits are accessible to all.	Ensure staff have access to training, additional guidance and support in order to ensure that trips are accessible to all.	Ongoing	EVC	All children will be able to participate in all educational visit activities.
Provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pencils, writing slopes, laptops, iPads (for speech to text), reading rulers etc.	Oct, Feb and May (in line with IEP reviews)	SENCO/ Class teacher	Pupils will have greater independence in their learning.
Ensure the PE Curriculum makes PE accessible to all, including the 'enrichment' PE activities which are held each half term, as well as after school clubs.	Review PE curriculum to include disability sports Include sports for all activities as part of the enrichment PE. Have sports for all activities as part of the offer provided by the PE after school club.	Annually	PE Lead	All children able to access PE and disabled children more able to excel in sports.



Aiskew, Leeming Bar

Church of England Primary School

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

Access to the Curriculum				
Targets	Strategies	Timescale	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.



Aiskew, Leeming Bar
Church of England Primary School

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

Access to Information

Access to Information				
Targets	Strategies	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	<p>Ask parents/carers about access needs when child is admitted to school.</p> <p>Produce newsletter in alternative formats e.g. large print, Braille if requested</p> <p>Offer parents/carers support with using assistive technology to support their own reading of communications from school.</p>	Ongoing	Admin Headteacher	All parents/carers getting information in format that they can access e.g. large print, Braille, digital etc, including use of assistive technology to help access written language.
Ensure that parents/carers with disabilities are able to access school events such as parents' evenings and performances.	<p>Adapt physical environment to accommodate disabilities where possible through discussion with parents.</p> <p>Allow parents evenings to be held via phone call or Teams where necessary.</p>	Ongoing	Headteacher	Parents are fully involved in their child's education.

Ratified by Aiskew, Leeming Bar FGB on 22nd January 2024.



Aiskew, Leeming Bar

Church of England Primary School

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