



Alexandra Infants' and Alexandra Junior School ACCESSIBILITY PLAN 2020-2023 Review December 2023

1. This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. This plan aims to:
 - Increase the extent to which pupils with disabilities can participate in the school curriculum.
 - Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
 - Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
 - Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
 - Undertake reasonable adjustments to enable staff to access the workplace.
 - The plan will be resourced, implemented, reviewed and revised regularly in consultation with:
 - The parents/carers of pupils
 - The Headteacher and other relevant members of staff
 - Governors
 - External partners
3. An Accessibility Plan will be drawn up to cover a three year period. This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the **physical environment** of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
 5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Governors' committees will contain an item on "having regard to matters relating to Access".
 6. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
 7. The School's Complaints Procedure covers the Accessibility Plan.
 8. The Plan will be monitored through the Standards and Curriculum and the Premises Committees of the Governors.
 9. The Plan will be monitored by Ofsted as part of their inspection cycle.
 10. We acknowledge that there is a need for on-going awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter

Equality and Inclusion

Target	Strategy	Outcome	Responsibility	Timeframe	Achievements to date
Accessibility plan and Equality Statement to become annual agenda items at Governor meetings.	Clerk to Governors to add to list of required policy action items.	Adherence to current legislation	Head and Governors	Annually	Annually
To increase staff and Governor awareness of equality and disability issues.	Audit staff/ Governor need Develop a programme of training	Whole school community is aware of requirements under new legislation.	Leadership Team and SENCO	Autumn Term 2020 (include all new appointed staff)	Training scheduled for 2020/2021
Review Inclusion and Equality Policy in line with the SEN Code of Practice	Review policies with staff and Governors.	Policies reflect adherence to current legislation	SENCO and Leadership Team	Annually	SEN policy updated Autumn 2020

Physical Environment

Target	Strategy	Outcome	Responsibility	Timeframe	Achievements to date
Ensure all areas of the school building are accessible for all children and adults. Continue to improve the access of the physical environment for all.	SEND staff to audit accessibility of school building and grounds. Governors Premises committee to check accessibility and then produce an Action Plan based on findings. Paint the edge of the steps/other identified areas a different colour to ensure that visually impaired pupils can differentiate the edge of the steps – completed Summer 2020	Modifications are made to facilitate access for all.	Governors Leadership Team SEN staff	On-going	On-going.
Current Action Needed					
Review any areas of the school site, ensuring safety for visually impaired pupils.	Paint the edge of the steps/other identified areas a different colour to ensure that visually impaired pupils can differentiate the edge of the steps.	Visually/physically impaired pupils will be able to navigate school building/site without difficulties.	Governor Finance, Personnel, Health and Safety Committee	On going based on pupils needs	on going
Review emergency procedures (fire exit procedures, lock down or evacuation) for visually and physically impaired children.	Check exit plan for these children and that appropriate exits are available.	Children can exit the building without hindrance.	Governor Finance, Personnel, Health and Safety Committee	On-going	On-going.
Make provision for staff who have a disability.	Audit all staff regarding any disability requirements.	All staff feel safe within the staff environment.	Leadership Team Governors	On-going	On-going.
All areas of the school are accessible to all	Monitor accessibility and clarity of signs around school - ongoing	Junior dining hall is the only area which requires users to use stairs. There	Governor Finance, Personnel,	On-going	On-going.

		is not access for wheelchair users. Pupils also eat in the Junior activity area so if a pupil could not access the area via stairs they would eat in the alternative area Long term adjustment to the area could be considered if required	Health and Safety Committee		
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Curriculum					
Target	Strategy	Outcome	Responsibility	Timeframe	Achievements to date
Training for staff regarding quality first teaching, differentiation and provision within class, with consideration for the SEN Code of Practice.	Audit staff awareness and training through: Performance Management Staff Meetings Subject Leaders Reviews Identify gaps in staff CPD	All class teachers make good or outstanding provision for all pupils in their class. All class teachers make suitable changes for access to the curriculum for all pupils.	Leadership Team SENCO Class Teachers	On-going and regularly reviewed	On-going.
Improvements in access to the curriculum	Review specific needs for children on the SEN Register. Provide information and resources for these children. Place all relevant information on the provision map. Reflect identified areas of need in lesson planning and	Class teachers demonstrate needs provision in planning. Class teachers demonstrate needs provision through Pupil Passport documentation.	Class Teachers SENCO	On-going and regularly reviewed	Termly.

	<p>delivery. Incorporate Quality First Teaching into all lessons. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. (Delivered by SENCo &/or outside agencies). Use of resources to increase student participation</p>				
All before and after school clubs planned to ensure participation for a wide range of pupils.	<p>Review all out of school provision to comply with current legislation. Pupils Surveys.</p>	All clubs will be conducted within an inclusive environment.	Leadership Team	Review at change of club timetables	Termly.
Classrooms are appropriately organised and all additional appropriate equipment is provided.	<p>Identify optimum classroom layout. Identify all additional equipment needed and for dinnertime arrangements. Place information on individual pupil passports.</p>	All reasonable adjustments are made. Specialist advise sought at all times	All staff	On-going	Yearly and as required.
Access arrangements to meet individual's needs when taking tests will be applied for and support provided.	<p>SENCO and teaching staff will undertake appropriate testing and produce reports for application of access arrangements.</p>	All pupils' individual needs are met.	All staff where necessary	On-going	Yearly.
Awareness training for appropriate staff regarding children in	<p>Provide class or whole school training, with specialist advise sought at all times. As necessary.</p>	Staff are fully aware of different needs within the classroom.	All staff SENCO	As per need	As per need.

their class and their specific needs.					
Access to high quality home learning resources and remote education where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home	Continue to provide home learning via home learning packs and use identified websites to set tasks and communicate with pupils e.g. TTRS, Accelerated reader, study ladder, Class Dojo etc Audit each child's access to the internet and a device in the home. Access grant and support to set up with a digital education platform – G Suite for education Devise training and implementation plan for staff, children and parents including supporting parents with access to technology.	All pupils have access to a high quality remote education package, which best suits their individual needs which they can access from home if necessary.	Inclusion Leader Head teacher	Strategy in place by end of September. On going	On going

Written/Other Information					
Target	Strategy	Outcome	Responsibility	Timeframe	Achievements to date
Availability of written school documentation in alternative formats when requested.	School office staff to identify the services available to convert information into a variety of formats.	School can provide written information in a variety of formats.	School Office Staff Senior Leadership Team	On-going	As necessary.
Availability of written material in different	Use of translation services Investigate visual forms of policies where appropriate.	School information will be available for all.	All staff	On-going	As necessary.

languages or in visual forms	<p>Consider turning key policies into a '5 minute read' using convertor services.</p> <p>Visual adaptations to policies; links to 'Google translate' to enable access for EAL and other parents.</p>				
To continue to improve the communication for any hearing or visually impaired member of the school community.	<p>To maintain and update systems to support access for these members of the community.</p> <p>Provide appropriate additional equipment that each member of the community requires.</p> <p>Identify any technology which can aid communication.</p>	All members of the school community can access verbal or written information.	Senior Leadership Team Office staff	On-going	Hearing amplifiers in required classrooms.