



Accessibility Plan

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Approved by: Rob Farrell **Date:** 20/09/23

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	7
5. Links with other policies	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which 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
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Albemarle Primary School we are committed to promoting an inclusive curriculum and increasing access to the school facilities by:

- Increasing the extent to which pupils can participate in the school curriculum
- Improving the physical environment of the school
- Improving the delivery of information

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including Local Authority advice and guidance.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including; pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with SEND and/or a disability</p>	<ul style="list-style-type: none"> • Where needed, Albemarle offers a differentiated curriculum for pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include specialist technology, subject specific equipment and resources recommended by occupational therapy, hearing and vision support services. • Curriculum progress is tracked termly for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed to make sure it meets the needs of all pupils 	<p>Short Term: Maintain already strong professional relationships with external agencies (e.g. WAAS, CENMAC, WSSS, OT, SLT, EP, CAMHS, Wandsworth SEN advisory service)</p> <p>Medium Term: Class teacher and SENCo to jointly plan for child with disability to ensure their needs are met. Where there is uncertainty SENCo to contact relevant specialist</p> <p>Long Term: Ensure termly learning walks take place to review access to the curriculum for pupils with a disability and that progress is being made</p>	<p>Ensure all key staff have had relevant training and support from specialist professionals to support access to the curriculum for pupils with a disability.</p>	<p>Inclusion Team (Jess Bunker and Hope Walters)</p>	<p>Ongoing, throughout the academic year</p>	<p>Resources and classroom environments are adapted and tailored to the needs of the pupils.</p> <p>A personalised curriculum is in place for children with SEN and/or a disability guided by the Inclusion Team and middle and senior leaders.</p> <p>Strong relationships with professionals are built and there is access to specialist provision (including equipment and technology) for pupils with SEND and/or a disability.</p> <p>All leaders are involved in monitoring the progress of children with SEN and/or a disability and termly learning walks with a focus on access to the curriculum take place.</p>	

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Playground ramps – Upper and Lower School • Elevator in the Lower School building • Corridor width • Disabled toilets and changing facilities – Lower School Building • Library shelves at wheelchair-accessible height 		<p>Short Term: visual signs are in place to signal accessibility routes</p> <p>Medium Term: ensure disabled toilet is accessible in the upper school</p> <p>Long Term: all areas of the school building to be accessible. Upper school to have wheel chair access in response to a child in need</p>	<p>Works to upper school to be discussed with governors in response to a child in need</p>	<p>Inclusion Team (Jess Bunker and Hope Walters)/ Selina Charles (Finance Manager)</p>	<p>Ongoing and in response to need</p>	<p>The environment is suitably adapted to the needs of all of our children.</p> <p>We review the needs of all of our children, including when new pupils join the school, and consider whether any adjustments need to be made to the physical environment in order to support them.</p> <p>New adaptations are carried out, as and when required, in a reasonable timeframe.</p> <p>Governors are aware of any changes required in response to the needs of specific children.</p>

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<p>Improve the delivery of information to pupils with SEN and/or a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations through widget software • Use of specialist communication support and personalised visuals directed by Speech and Language • Use of specialist radio aids as directed by Wandsworth Sensory Support Service 		<p>Short Term: ensure that all teachers are making best use of widget to adapt learning tasks and delivery of information through use of visual aids.</p> <p>Medium Term: all EYFS staff to have Makaton training to support communication and delivery of information.</p> <p>Long Term: all classrooms to be 'communication friendly' considering space, light and layout, noise levels, use of visual supports in all areas.</p>	<p>SLT and SENCo support with lesson planning and personalized tasks. Termly learning walks to take place.</p> <p>Training for EYFS to take place and Inclusion team to support in embedding this throughout the academic year.</p> <p>Speech and language therapy support to look at classroom environment alongside inclusion team. Audit to be carried out and areas for improvement recognized and actioned.</p>	<p>SLT & Inclusion Team</p>	<p>End of 23-24 academic year</p>	<p>All areas of the schools are communication friendly.</p> <p>Adaptations to learning tasks and delivery of information are made to ensure all information is accessible.</p> <p>A range of communication methods are embedded and used within the classrooms (makaon, use of visuals, objects of reference).</p> <p>Specialist technology/equipment as directed by vision and hearing support services and occupational therapy is in place to support all relevant children to aid their access to information.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head teacher & Senior Leadership Team

It will be approved by the Head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives statement
- Special educational needs and disability (SEND) policy and SEND Information Report
- Supporting pupils with medical conditions policy