

Alkrington Primary School

Accessibility Policy and Plan: 2024-2027

Introduction

We believe that this Accessibility Plan is compliant with current legislation and requirements. Please read in conjunction with the school's Equalities Policy.

Definition

The definition of disability under the law is a broad one. A disabled person is someone who has, "a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities"

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HI. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

See this link for more details: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

What the Policy Does

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

For example, we expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

This includes handouts, 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Alkrington Primary School Accessibility Plan 2024 - 2027

Current position

At Alkrington Primary School, we are fully committed to establishing equality for all pupils, their parents, staff and other users of the school. We treat children as individuals, including those with disabilities. At Alkrington we celebrate excellence, progress and achievement. We want each and every child to enjoy school, have high self-esteem, to respect and care for others and to know how to be healthy and safe and to achieve well.

Alkrington is a 2 & 3 form entry primary school.

There are around 520 pupils on roll. The school currently has a number of pupils with an Education Health Care Plan and this group changes regularly either due to new pupils joining the school with needs requiring EHCPs or because pupils on the current role have gone through an application process to obtain an EHCP to meet their needs. The school promotes an inclusive ethos; adapting provision to accommodate the needs of the individual child as far as is practicable within mainstream education.

Strengths in working with disabled pupils.

The school regards its main strengths in working with disabled pupils as:

- Addressing the needs of individual pupils.
- Close communication with parents and carers to ensure we are working together to meet the child's needs.
- Close liaison with a wide range of outside agencies to access expertise as needed.
- Liaising with the specialist support, mainly from the LA teams, to obtain advice and equipment to support pupils with disability
- Providing training for staff in differentiating for pupils within lessons.

Areas that require improvement in the long term

We carry out consultation with pupils, parents, teaching professionals and health agencies as required according to the individual circumstances of the child. Children's Social Care will be consulted if deemed necessary. Individual discussions are also carried out with disabled parents. The views of parents and pupils are sought at annual review meetings and the SENCOs, teachers and teaching assistants frequently liaise with parents in less formal meetings across the year.

For the writing of this Accessibility Plan, notice was given via the weekly briefing for staff and the school Newsletter for others inviting members of the school community to come forward to participate in sharing their views and needs for the writing of this scheme.

1. Access to the Curriculum

- School continues to address and monitor the needs of the individual via existing arrangements such as annual review meetings, Care Plans and Provision Maps.
- Procedures have become more systematic and plans are reviewed with parents and pupils regularly. Care Plans and EHC Plans are reviewed annually and more frequently if the need arises.
- Staff have been trained for interventions in English and Maths to assist pupils with SEND and others who may need to catch up with key skills. This all allows pupils additional support to access the curriculum.
- Training for Support Staff is regular and ongoing.
- Laptops and/or tablets and visualizers are available in every class and software programmes such as Clicker6 are used to assist pupils in expressing themselves in a written format.
- Where medical needs require, we work with the needs of the child, accommodating external medical staff as necessary to administer medication or change dressings/equipment, thus supporting the child to remain at school and to access the curriculum.

- Children with SEN access extra-curricular activities (clubs, after school care).
 - We participate in the Borough events for children with SEN
 - We work closely with our Local Authority support services and buy into extra services to support pupils' additional needs –Educational Psychology, CAMHS etc.
 - Liaison with Hearing Support Services to support pupils with hearing loss.
- The school accesses services from the Rochdale Additional Needs (RANS) team to provide support for pupils with hearing and visual impairment, Autism and physical disabilities.

2. Physical Environment

- Ramps are available to help wheelchair users to access our current building.
- Intercom access and other access controls are placed at a height which is accessible to all.
- An accessible toilet is available for use.
- School has been audited for VI pupils and we responded by altering window blinds, painting lines on the edges of steps and painting outside ironwork e.g. drainpipes, in a bright blue;

Action plan

The action plan is attached as Appendix A.

This document provides greater detail about what the school considers to be a priority in terms of the three 'themes' of the accessibility plan:

- Access to the curriculum
- Physical Environment
- Delivery of Information

3. Delivery of Information

- We have software available for pupils to use in school, this enables independent access to curriculum websites, and features can also be adapted to suit the user (e.g. print size, sound)
- 'Clicker 6' software is available for pupils who require support.
- Individual visual timetables are used in all classrooms to improve communication.
- Interactive whiteboards are used to facilitate ease of delivery, allowing for multimedia usage to improve delivery of information.
- School newsletters and curriculum information is available on the school's website.
- For parents with additional needs, reasonable adjustments are made to ensure they can access the information necessary; e.g. if necessary parent consultations can be arranged individually in a separate room to the school hall for parents with hearing impairments.
- Key Information Sheets and class profiles are available (held with the admin team) for supply staff to read so that they are aware of the children's needs in the class that they will be teaching.

The Alkrington Primary School Accessibility Plan

ACCESSIBILITY ACTION PLAN May 2024 to May 2027:

Access to the Curriculum

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Increase confidence of all staff in differentiating the curriculum	Assess staff training needs on curriculum access. Continued CPD for on differentiation, evidence based intervention, QFT and marking and feedback methods	Raised staff confidence in strategies for QFT, intervention planning and delivery and differentiation all resulting in increased pupil participation	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required September 2025
Ensure classroom support staff have specific training on meeting the needs of all children	Provide regular, tailored CPD to address the needs of the school's pupils.	Support staff are even more aware and supportive of pupils needs Pupils well supported in lessons and interventions	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required September 2025
Use ICT software to support learning	Review needs of learners to consider whether any new software is required to better support access to curriculum	ICT used where necessary – Clicker, recording devices (voice/visual) etc. -Pupils can access curriculum fully -Roll out of the IDL literacy intervention to support dyslexic pupils.	SENCO/Learning and Teaching Lead	On-going and as required Pupil Progress review meetings
All educational visits to be accessible to all	Teachers of pupils with disabilities to plan for access to educ. visits.	All pupils with disabilities access school trips successfully	EVC	On-going and as required. Review annually

Use LA guidance
for planning
accessible trips
when finalised.