

Scholar Green Accessibility Plan



June 2024– June 2027

Accessibility Plan

SCHOLAR GREEN PRIMARY SCHOOL ACCESSIBILITY PLAN

June 2021 – June 2024

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This new plan has been drawn up after the review of our previous policy and is aligned to how the school has improved its access for disabled, ambulant visitors and school members.

1. The Scholar Green accessibility plan has been drawn up in consultation with the Local Authority, pupils, parents staff and governors of the school and will advise other school planning documents. The accessibility plan will be reported upon annually in respect of progress and outcomes and provides a projected plan for the next three years when it will be reviewed.
2. The school is committed to providing a fully 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 taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support, tolerance and awareness within the school.
3. The Scholar Green accessibility plan aims to improve the accessibility of provision for all pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments, beyond what is ordinarily available, to accommodate their needs where practicable, the accessibility plan will contain relevant actions to ;
 - Improve access to the **physical environment** of the school, adding specialist features/facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
 - Increase access to the **curriculum** for pupils with a disability, expanding 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 duties under the Equalities Act 2010). 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 for specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable time frame.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks, and information about the school and school events. The information should be made available in various preferred formats and within a reasonable time frame.

4. The accessibility plan relates to the key aspects of the physical environment, curriculum and written information. The plan will be reviewed and adjusted on an annual basis and a new plan drawn up every three years.

5. The school acknowledges 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.

6. The accessibility Plan should be read in conjunction with other policies:

- Equality Objectives
- Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus
- Anti-Bullying Policy

7. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governor committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

8. The school Prospectus will make references to the Accessibility Plan.

9. The School Complaints procedure covers the Accessibility Plan

10. The Accessibility Plan will be published on the school website.

11. The plan will be monitored by Ofsted as part of the inspection cycle.

PHYSICAL ACCESS

<u>TARGET</u>	<u>ACTIVITY</u>	<u>OUTCOME</u>	<u>TIMESCALE</u>	<u>COST</u>
To assess the opportunity for pupils absconding from school using the front disabled press.	Discuss with door manufacturer option for a safety button to prevent easy absconding from school. Risk assessment of wheelchair access v absconding.	There to be an options for quick lockdown and closure of the door. An option to switch off the disability button.	January 2022	Tenants Maintenance

CURRICULUM ACCESS

<u>TARGET</u>	<u>ACTIVITY</u>	<u>OUTCOME</u>	<u>TIMESCALE</u>	<u>COST</u>
To enable hearing impaired children to hear the class teacher through the installation of hearing loop technology	To service the hearing loop technology in the classrooms. To purchase rechargeable AAA batteries to be used in the hearing loops.	Hearing loop installed to enable hearing impaired child to fully access the curriculum	Completed / regular checking -Currently no hearing impaired pupils requiring a loop system in school	SEN budget
All extra-curricular activities are planned to ensure that they are accessible to all children	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment whether run by internal or external providers	On-going	nil
To encourage all children to take part in after school activities	Review all out of school provision and consider ways to encourage greater mixed gender take	More mixed gender after school activities taking place	On-going	nil

regardless of gender	up of activities on offer			
Ensure all SEND children have a case study in place to support integration into class.	Pupil case study for each child to be written at the beginning of each academic year and then reviewed termly after each assessment cycle, or when deemed necessary.	Case studies are kept up to date and form a key part of the planning process and support the needs of individual children	On-Going. Termly reviews	nil
Classrooms and intervention areas are optimally organised to promote the participation and independence of all pupils	To standardise the layout and organisation of classroom to include labelling trays and resources for ease of access by pupils.	Pace of lessons can be maintained as pupils take responsibility for their own learning and resources required in the sessions.	On going	Purchase of any necessary equipment to support learning - school budget
Training of teachers and support staff on SEND	Review the needs of children with specific issues and provide relevant training -School Case Studies/ SEND paperwork - SEMH plans where applicable - Record Keeping -EHCP	Teachers and support staff are aware of strategies to improve children's access to the curriculum, remove barriers to success	Twilight session	Cost of training from training school budget
Track attainment and progress of all pupils	Continuation of assessment programme with pupil progress meetings to identify	All children make accelerated progress and attain at least in line with	Termly focus	Nil

	and challenge underperforming pupils	expected progress, in some cases more than expected progress.		
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WRITTEN INFORMATION

<u>TARGET</u>	<u>ACTIVITY</u>	<u>OUTCOME</u>	<u>TIMESCALE</u>	<u>COST</u>
Availability of written material in alternative formats	The school will endeavour where possible to provide alternative methods of communication when necessary.	The school will be able to provide written information in different formats when required for individual pupils/parents and carers..	On-going	School budget
Make school prospectus, newsletters and other information available for parents/carers on the school website	Review all current school publications and promote their availability in alternative formats for those that require it	All necessary school information available on the website	On - going	School budget
Make written materials available in different languages when required	To translate, where possible, key information for EAL families when required. The FIS will be used as a source of information, when required.	Delivery of school information to EAL families	When required	School budget