



ACCESSIBILITY PLAN Archibald First School

Accessibility Plan 2023-26 (To be read in conjunction with the SEND information report)

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Archibald First School recognises its duty:

- Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Archibald First School aims 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.

This plan will be reviewed regularly and will be updated every three years. This plan complements our Single Equalities, SEND, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

- **They have 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.**

Archibald First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

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- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in the action plan are:

a) Increasing access to the school curriculum

This includes teaching, learning and the wider curriculum of the school including extra-curricular activities and educational visits.

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many disabled pupils. SENTA and TA support alongside resources are targeted to support those pupils within school.

The school has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs
- Early identification of expertise sought to support the children in school from parents and practitioners.
- Staff training on specific learning needs e.g. dyslexia, autism, ADHD, Makaton, sensory processing disorders
- The allocation of resources e.g. physical aids, seating, mobility aids, laptops, coloured acetates, consumable materials and equipment from the delegated budget allocated to resources.
- Ensure that all curriculum development work reflects fully the requirements of the Equality Act 2010

b) Improving access to the physical environment of the school.

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

Archibald First School will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

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The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

School is well equipped and resourced to meet the needs of the general school population and resource provision is a feature of the SIP. This provision is subject to annual planning and review. When building maintenance and repair work is carried out consideration is given to recommendations in the Access Audit.

Governors will use the school's delegated budget and devolved formula capital to meet specific needs, adhering to best value principles.

A recent improvement has been the installation of a Changing Places accessible toilet and shower room, planned and implemented in partnership with the Local Authority.

c) Improving the delivery of written information to disabled pupils

This will include modifying written information that is normally provided by the school to its pupils available to disabled pupils. This may include: handouts, timetables, worksheets, notices, information about school event, all curriculum material, displays, and material on ICT systems. The information should take account of pupils' disabilities. Furthermore, the information should take account of pupils' and parents' preferred formats. This information should be made available within a reasonable time frame.

In planning to make written information available to disabled pupils and parents/carers, school will establish the exact need and then meet it. School will use Local Authority expertise and support agencies, as well as its own ICT infrastructure, to access a range of materials supportive of needs.

Teaching and support staff will always need to be sensitive when modifying and presenting materials to children in appropriate formats.

Contextual Information

Archibald First School occupies a small enclosed site which includes playing areas, car parking, a main single storey building and one mobile classroom currently used as a pre and after school club. The front part of the main building is accessed from street level and from the car park. There is a ramp from the playground to double doors at the front of the school for ease of entry. The school has a fully equipped adult disabled toilet with alarm cord and a large child's toilet, big enough to accommodate a wheelchair. There is also a fully accessible toilet and shower room. There is an identified disabled parking space located in the staff car park.

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An initial access audit was carried out resulting in a series of actions. This plan continues to determine the actions in the accessibility plan.

Previous adaptations made to the school:

- Fully equipped adult disabled toilet and large child's toilet
- Fully equipped accessible toilet and shower room
- Ramp access to the playground
- Staff trained to support children with medical needs
- Provision of a disabled parking bay in the staff car park
- Staff trained in moving and handling
- Staff trained in sensory awareness

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Early identification of pupils and parents requiring alternative communication. Use of the information on admission/registration forms to audit the accessibility needs of pupils.
- Use of information from support agencies to support needs of pupils, parents or carers and remove barriers to learning.

Information about the school's disabled population

The school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties; some have physical disabilities.

Home visits are undertaken for all children beginning Nursery and Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance.

Staff are trained in the use of Epipens, asthma management and PEG medication. Furthermore, many staff members, including the Head teacher, hold current first aid qualifications. Members of support staff in the Early Years Unit have current Paediatric First Aid qualifications and two members of staff have Outdoor First Aid certificates.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN list and those who have disabilities. Staff will meet with the parents, and any linked professionals of children, with SEN or disabilities who are joining the school to ensure appropriate reasonable arrangements are put in place to meet their needs. Medical forms are completed by HLTA first aid staff and signed by the head teacher. Where children have significant health problems, all appropriate adults are informed and photos are displayed on the staff notice board and/or the kitchen wall to highlight a food allergy.

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How appropriate is the current provision?

Through effective communication staff are highly aware of the issues faced by our disabled pupils and act to resolve them. For example, staff may adapt the timetable, lesson content and present resources to ensure better accessibility. Careful consideration is given when planning visits and organising clubs, which are fully inclusive. Regular CPD addresses the inclusion agenda.

Children, parents/carers and staff with physical disabilities are able to access school from the staff car park.

We have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions. Care plans are in place for these pupils and staff have received the appropriate training to administer an EpiPen in an emergency. Staff are trained in manual handling to support children in wheelchairs. Parents and staff work together to produce care plans. School staff also work in consultation with medical staff to support children in school with additional medical conditions.

Provision in an Emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Monitoring will be undertaken by the Premises Committee of the Governing Body, with advice from key professionals.

Monitoring and review

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Accessibility Plan regularly. The Accessibility Policy will be formally reviewed by the Leadership Support Committee every 2-3 years.

Date of last review: Summer 2023

Next of next review: Summer 2026

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	<p style="text-align: center;">To have a clear knowledge of the accessibility of school curriculum</p>	<p>points, and entry/exit to Early Years Unit.</p> <p>Review where necessary supervision at playtime</p> <p>Involve all staff in checking that classrooms and corridors are free from clutter</p> <p>Staff to consider the needs of disabled pupils when planning educational visits</p> <p>Ensure all electrical equipment is tested regularly</p> <p>Ensure PE/outdoor play apparatus is inspected annually</p> <p>Consider safety in outdoor PE</p> <p>Site manager to produce monthly report to head teacher identifying any remedial action required.</p> <p>Link Governor to carry out site inspection with site manager.</p> <p>Update and refurbish classrooms – decoration and furniture</p> <p>All staff are alerted to 'Identifying Barriers to Access: A Checklist' DfES/ 0462/2002</p> <p>To ensure all policy statements reflect inclusion for all pupils</p> <p>To ensure all policy statements reflect inclusion for all pupils</p>	<p>Nursery children safe – parents aware of procedures</p> <p>All staff aware of procedures Children are safe</p> <p>School aware of and responds to safety issues</p> <p>Any child is able to participate in visits</p> <p>Records available</p> <p>Records available (*use of AfPE guidance)</p> <p>Procedures are in place</p> <p>Repairs carried out in timely manner.</p> <p>Health and safety risks are reduced.</p> <p>Equality of access to all pupils of the school curriculum</p>
<p><u>Improving Delivery of Written information</u></p>	<p>Increase awareness of staff of the importance of good communication systems.</p> <p>Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities.</p> <p>Look at alternative ways of providing information if required</p>	<p>Advice and training as required.</p> <p>Adapt existing pupil information request to request information about any disability a pupil may have.</p> <p>Use City Council application forms (future employees)</p> <p>Advice from City Council and/or associations concerned with disability</p>	<p>Better awareness of employees and adults at the school.</p> <p>Information gathered to which the school can respond.</p> <p>Contact for information is registered.</p>