


Aldryngton Primary School					
Policy	C4	Accessibility Plan 2021-2025			
Approved	July 2024	Signed			
Website	Yes	Chair, Curriculum and Safeguarding Committee			
Review	Annual	Next review	July 2025		

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

Aldryngton Primary School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- 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 the DDA). 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 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 within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Curriculum	Staff Development
Equal Opportunities	Health & Safety (including off-site safety)
SEND and Inclusion policy	Behaviour Management
School Development Plan	Asset Management Plan
School Brochure and Mission Statement	

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. 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.

The Plan will be monitored through the Curriculum and Safeguarding Committee.

Aldryngton Primary School Accessibility Plan 2021 onwards**Improving the Curriculum Access:**

Target	Strategy	Timeframe	Update - As dated in each section
<p>To continue to develop as wide a sport / extracurricular based provision as possible to encourage an even higher level of engagement throughout the school</p>	<p>Use of Sports grant to fund co-ordinator - Mr Michael Vinluan</p> <p>Mrs Julie Culham to also pursue additional opportunities</p> <p>Mrs Julia Franks to explore additional lettings opportunities</p> <p>Continue to target individuals at risk of non-engagement</p> <p>To ensure PPG pupils are given priority to extra-curricular clubs and funded when necessary</p>	<p>Ongoing with an annual review</p>	<p><u>July 2021</u> Sports / extracurricular provision has been severely restricted by the CV19 outbreak. Work is in hand to bring about the gradual re-introduction of activities. JC/KD continue to enter WBC SEND sports events - support from parents has been mixed. Action - audit of participation of targeted pupils Spring 2022.</p> <p><u>July 2021</u> PPG identified pupils given priority to extra-curricular clubs and funded when necessary. Range of extra-curricular clubs extended to include yoga, golf and sensory circuits - the latter, in particular, to target some children at risk of non-engagement and some with SEN.</p> <p><u>July 2022</u> CV19 outbreaks reduced planned extra-curricular activity, but this did happen when it could. Some external clubs previously used had folded, so new opportunities for clubs were sought. PPG pupils continued to be offered opportunities and funded when necessary. New clubs such as chess launched.</p> <p><u>July 2023</u> Clubs fully reintroduced and operated throughout the year. However, the cost of living crisis has meant that some fee-paying clubs are not running due lack of interest. Teachers have continued to lead clubs to supplement the fee-paying clubs. New clubs such as forest club were launched</p>

			<p><u>July 2024</u> Further new clubs introduced this academic year such as kickboxing and judo. A mixture of both teacher-led and outside agency clubs continue with opportunities for all to access.</p>
<p>To ensure school visits are accessible to all pupils.</p>	<p>Staff to check with SENCO as part of the trip checklist. Individual Risk assessments completed as required.</p>	<p>Ongoing</p>	<p><u>July 2021</u> All risk assessments completed No trips since 2019</p> <p><u>July 2022</u> Trips ran this academic year and were accessible to all pupils.</p> <p><u>July 2023</u> All pupils again encouraged to access school trips.</p> <p><u>July 2024</u></p>

			All pupils encouraged to access school trips with planned support when required.
To ensure PE activities are accessible by all.	Liase with outside agencies for any pupils who require adaptations	Ongoing	<p><u>July 2022</u> All pupils encouraged to access the PE curriculum. Risk assessments completed where necessary</p> <p><u>July 2023</u> P.E. continues to be accessible.</p> <p><u>July 2024</u> Activities in P.E. continue to be accessible for all.</p>
To increase access to the curriculum for pupils with a disability.	<p>Offer a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, included those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	Ongoing	<p><u>July 2022</u> Curriculum is being developed to meet the needs of all children. School self-evaluation activities demonstrate that these processes are in place.</p> <p><u>July 2023</u> A differentiated curriculum continues to be in place for all pupils. Where addition intervention is required to access the curriculum, interventions such as bucket time are used to increase attention. Curriculum progress continues to be tracked and IEPs used for specific targets.</p> <p><u>July 2024</u> Further training and implementation of sensory circuits across the school. There have also been two sensory trails installed.</p> <p>Curriculum progress continues to be tracked for all with appropriate targets set for children with additional needs.</p>

Aldryngton Primary School Accessibility Plan 2021 onwards**Improving communication inc delivery of written information:**

Target	Strategy	Timeframe	Update - As dated in each section
<p>To improve remote access to information, booking and payment options through a new communication system</p>	<p>Parent Mail to be introduced</p> <p>Procurement processes completed</p> <p>Training undertaken by office staff</p> <p>Communication with parents - parent enrolment process</p> <p>Parent evenings to take place via Teams or face-to-face</p> <p>Use of system to complete payments and permissions for off-site visits reducing the admin demands on parents</p> <p>The Tucasi system allows parents to book meals directly; reduce the admin burden on teachers and office staff; gain additional pupil learning time currently used for admin.</p>	<p>From September 2021</p>	<p><u>Summer 2021</u> A large number of parents who have signed up to the system though. Contact made with those who have not. Letters continued to be sent home to pupils who do not have internet access.</p> <p>Parent mail to continue to include payment for trips/clubs, meetings with Teachers</p> <p><u>Summer 2022</u> Parent mail enabled school to achieve a higher rate communication with parents because of the reminder function within Parent Mail's payment system.</p> <p><u>Summer 2023</u> MIS transferred from SIMS to Arbor this academic year. As part of the package, Arbor offers a similar system to Parent Mail, so this system will be rolled out instead of ParentMail for next year.</p> <p><u>Summer 2024</u> Arbor App rolled out this academic year</p>
<p>Ensuring access to learning during school closure periods</p>	<p>Identify a suitable system</p> <p>Staff training - MS Teams through LA support and internal means</p> <p>Launch and review</p> <p>Determine remote learning options following review to meet the government's requirements in the case of further school closures</p> <p>Share remote learning policy with parents - on school website</p>	<p>From September 2021</p>	<p><u>July 2021</u> MS Teams was used in 2021 school closures/bubble closures. Remote Learning was enhanced to include online teaching and 'check-in' meetings with pupils. Staff training took place remotely</p>

	<p>Teachers to ensure that any pupils with additional needs are able to access the remote learning - e.g visual or auditory needs - SW to provide in-house technical support. AT to involve sensory consortium staff as required</p>		<p>ICT technician was placed on additional hours during the lockdown to meet staff and parent/pupil support needs. System was on constant review - issues were addressed as they arose. Laptops / iPads were provided in the few cases where there were home access issues to IT Autumn term 2020 review linked to baseline assessment data. Additional means of support for the teaching of writing work. Introduction of remote learning policy - self isolation work, Bubble closure work and remote working agreement to be signed off by parents</p> <p><u>July 2022</u> Remote learning provided during times of enforced closure due to staffing capacity and when children were unwell.</p> <p><u>July 2023</u> Work sent out during the initial teacher strikes for those classes not attending. Critical worker attendance in place.</p> <p><u>July 2024</u> No school closure periods this academic year.</p>
<p>Improving access for those with visual and hearing impairments</p>	<p>Continue working with external agencies to ensure individual needs are met. Key members of staff to receive training to meet new and ongoing needs</p>	<p>As needs are identified</p>	<p><u>July 2022</u> School team have continued to be briefed by Hearing Impairment support teacher.</p> <p><u>July 2023</u> Ongoing work with hearing consortium.</p> <p><u>July 2024</u> Ongoing work with sensory consortium</p>

<p>To develop the use of visuals in the classroom</p>	<p>Ensure pupils use a visual timetable where required</p> <p>Ensure text is appropriate size</p>	<p>As needs are identified</p>	<p><u>July 2022</u> Visual timetables in place in each classroom.</p> <p><u>July 2023</u> Visual timetables continue to be in place.</p> <p><u>July 2024</u> Checks for both visual timetables and appropriate size text continue to demonstrate that these are in place.</p>
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Aldryngton Primary School Accessibility Plan 2021 onwards**Improving the Physical Access:**

Item	Activity	Timescale and cost	Update - As dated in each section
To create access plans for individual disabled pupils as part of the SEN provision planning process, with LA support when required	As required through discussion with all agencies involved such as changing facilities	As presented as a need to the school	Part of H&S termly audit to consider provision for specific identified needs. Appropriate PEEPS in place for children.
Access routes on the school site are monitored to ensure issues with uneven surfaces are addressed in a timely manner such as tree root lift on the perimeter path	Ongoing monitoring Health and safety check involving the SBM, site controller and H&S governor	On an ongoing basis Use of LA / school resources to carry out any necessary works	Termly health and safety audit.
Maintain the line marking throughout the site on all steps and ramps for visually impaired users of the school site.	Ongoing monitoring	As required	Termly health and safety audit.
Ensure all disabled pupils and visitors to the site can be evacuated to safety in an emergency situation.	Access and entry points re-assessed Procedures are agreed to cover individuals / events Feedback gathered following practice evacuations / events Amendments made to plans if necessary	Termly Cost dependent on audit and decisions taken in relation to individual needs	Annual fire audit. Appropriate PEEPS in place for children.