

ARNSIDE NATIONAL SCHOOL ACCESSIBILITY PLAN 2023-2026

In Arnside National School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

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/setting will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

Arnside National School strives to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs~
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Setting

Arnside National School is situated in a picturesque village in the South Lakes, Cumbria on the Kent Estuary of Morecambe Bay. It is a Church of England, standalone academy with strong links with St James' Church. We currently have 115 children on roll (EYFS, KS1 and KS2) taught over 5 classes, with up to 26 part-time places for children in our Nursery. As a school, we welcome children from all backgrounds and abilities.

The school is a single storey, 1970s build, set in large grounds with access to a playing field a short walk up a quiet cul-de-sac. The school is accessible for wheelchairs up a ramp at the KS1, KS2 and hall entrance.

Arnside National School Values

- To be happy, healthy and secure
- To be independent and confident
- To be caring and respectful
- To be inspired and excited to learn
- To be part of a team or family

Our school vision is, "Let all that you do be done in Love." Corinthians 1

Regarding accessibility, Arnside National School:

- has high ambitions for its disabled pupils and expects them to participate in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

SEND Data

At Arnside National School, we have identified that we have, as at the start of the academic year 2023-24, 2 students are regarded as disabled under the terms of the DDA. These are grouped as: hearing impaired (0), physical mobility problems (non-wheelchair users) (1), visual impairment (0), asperger's Syndrome (0), ADHD (0), Autistic (0), epileptic (1).

Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

There are currently no students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

In order to ensure the plan meets the needs of all, Arnside National School will:

- ensure the development of the plan involves coordination and ensures that Arnside National School provides the best choices for students wanting to enrol here;
- consult the full governing body;
- consult staff including specifically SENCo & Senior Leadership Team.
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

In order to increase the extent to which disabled pupils can participate in the school/setting curriculum, we at Arnside National School will:

- investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Provision Team.

The school plans to 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. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The governors of the school play an active role in the development of accessibility and equality in the school through monitoring and evaluating plans, processes and procedures.

At Arnside National School, we are continually evaluating our provision in order to meet the needs of individual pupils. We have a larger than average number of highly trained and experienced TAs, who plan and deliver interventions to children with special needs. Deployment of TAs is continually updated and adapted in order to be able to meet the needs of all pupils, whether in the classroom or in delivery of intervention for groups or individuals.

At Arnside National School, we believe in openness when discussing specific needs of children. This may take the form of small group discussions or circle time sessions to discuss, explain and celebrate difference. Children are encouraged to ask questions in order to develop an understanding of people's needs in order to lead to tolerance and empathy. We also believe in providing support for parents of children with specific needs and understand that a child may demonstrate different behaviours at home than at school.

Behaviour

We have provided after-school sports clubs, which allow access to all in a safe and stimulating environment. Additional support is now present in the playground at breaks so that individuals with behavioural issues can be monitored and supported. This means that any risk to other pupils is minimised and the child can learn from, and with, their peers. When risk assessing trips, we increase the adult: child ratios to enable all children to attend safely.

Dyslexia

Our SENCo and TAs are experienced in assessing and developing individual interventions for children with suspected dyslexia so that, although formal diagnosis is not possible due to lack of funding for this condition, our children will get the help and support they require in order to access the curriculum and make progress.

Mental Wellbeing

This is an increasing issue in all schools and we are providing a structured course of Nature group, Yoga, Mindfulness and 'Unpack Your Week' sessions to enable children to discuss their problems and to learn to deal with them in positive ways. Classes follow PSHE programmes from the PSHE Association and SCARF to teach emotional intelligence.

Attachment Disorder

We provided training sessions from Specialist Advisors to learn how to help children with AD to access the curriculum and deal with their issues.

ASD

Staff are trained and experienced in the teaching of children with ASD and are able to adapt teaching methods to enable those with ASD to access the curriculum.

ADD/ADHD

Staff are trained and experienced in the teaching of children with ADD/ADHD and are able to adapt teaching methods to enable those with ASD to access the curriculum.

Global Developmental Delay

When the school curriculum has not been suitable for a child, we have worked in partnership with Sandgate School, Kendal to arrange a dual placement so that the child's specific learning needs could be met, whilst still having access to mainstream education.

Additional provision includes:

- Teachers are aware of any child with SEND and adapt the classroom environment to ensure every child has the best opportunity to learn. This may mean putting children closer to the front of the class, buddying systems, photocopying onto larger fonts or different coloured paper.
- Teachers are also aware that SEND children may need more support so will give them more attention in class, optimising use of TAs and peer support.
- All children, whatever their abilities are included in all parts of the curriculum and school life, including residential trips. Risk assessments include adaptations required to allow access to all. This may mean alternative exercises to differentiate for abilities or additional support. We aim that the desired learning outcomes from the experiences are the same for all children, wherever possible.
- We use an external counselling provision, whenever necessary, to enable children to address their issues. This has led to an improvement in mental wellbeing for children who have experienced trauma or who have specific emotional needs.
- For some children, the development of life-skills has been a priority. For these children we follow an individual learning plan to allow them experiences of using money, basic cooking, reading bus and train timetables and keeping safe.
- Our SENCo has a thorough and effective system to assess and evaluate the effectiveness of interventions and EHCPs involving the child, parents or carers, outside agencies and teachers.
- The school has an active School Council, which gives the children a voice in decisions that affect them. The SENCo has regular meetings with children on the register to discuss their progress and how they are feeling about school. This can highlight any areas for development.
- As part of the curriculum, issues regarding equality and disability are regularly addressed, e.g. wheelchair basketball in PE, and child led projects and assemblies about charities.
- The school aims to ensure accessibility of information for all parents as we see them as partners in the provision of education and wellbeing of their children. For example, we use email and text messaging to report to deaf parents; meetings are set for quiet times; information is available online and in different formats as requested; for wheelchair users, meetings are scheduled into areas of easy access.
- For wheelchair users, school productions and church services can be stressful, so the school allows early access and reserved seating areas for parents and children with disabilities. A loop system is available in church.
- There is a potential need for a TA to learn basic signing and to teach it to the children.

In order to improve the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services, at Arnside National School:

- investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

- The building is fully wheelchair accessible with ramps making the school accessible to all.
- Children's toilets have been adapted for wheelchair users.
- Wide doors in some parts of the building.
- In our School Development Plan, we have highlighted the need for tablets / laptops for children, which would enable the use of software to assist children with SEND.
- All classrooms have blinds in order to regulate lighting.
- We have also observed a need to improve the seating in classrooms and access for wheelchairs.
- The School Development Plan has highlighted outdoor provision as a priority. In developing the outdoor space, there is a focus on the safety and wellbeing of all children as well as making the environment accessible to all.

In order to improve the delivery to disabled pupils of information that is provided in writing for pupils who are disabled, At Arnside National School, we strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to 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/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial Planning and Control

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan. Arnside National School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

Arnside National School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents.

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

Monitoring

Arnside National School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- The school has a tracking system based upon regular formal and teacher assessment/observations, which highlights children with SEND and those on Pupil Premium, allowing interventions or changes in approach if the current system is not meeting the needs of each child. It also allows the SLT to focus on groups of children who might need support, which informs the distribution of TAs and training needs.
- This tracking indicates that children with additional needs are making good progress throughout the school.
- Teaching staff and the SENCo meet regularly with the parents of children with SEND to assess and evaluate the support requirements of their child. Feedback is positive and the parents believe that the school does all it can to enable their child to achieve their potential.
- When staff raise a concern or a need for training or support, this is addressed promptly to reduce any obstacles to success for pupils with additional needs. E.g. Team Teach, training about Attachment Disorder, training in the teaching of EAL.
- Each child with SEND or PP has an IEP or EHCP with achievable and realistic target, which are reviewed termly and updated accordingly.
- A governor responsible for Health and Safety regularly assesses the school with an

awareness of accessibility and inclusion for all. Any additional need is raised with the governing body, who will assess and address accordingly.

- All children have access to all areas of the curriculum, both in and outside of school.
- Attendance at the school is excellent, with no instances of truancy. If a child expresses a concern about attending, this is taken seriously. For example: regular meetings with parents and the child, listening to the child and addressing any issues arising promptly (see behaviour policy).
- No child has ever been excluded from the school on a temporary or permanent basis.

We will ensure that the plan is available in different formats where requested.

The school/setting will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools and staff.

Arnside National School Accessibility Plan

Date of Accessibility Plan: September 2023

Date for next Review: September 2026

Senior Member of staff responsible for the Plan: Nick Sharp / Headteacher

Governors & Committees responsible: Chair, Vice Chair & Curriculum / Pupil welfare committee

ARNSIDE NATIONAL SCHOOL ACCESSIBILITY PLAN 2023 - 2026

IMPROVING THE CURRICULUM ACCESS AT ARNSIDE NATIONAL SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
Monitor and evaluate effect use of outdoor provision and continuous provision at KS1	Establish a safe and secure outdoor learning space, accessible by all	Additional safe and secure outdoor learning spaces	2023- 2026	
Utilise pupil premium funding effectively to meet the needs of pupils, including LAC, SEN and FSM.	Ensure the tracking system is robust in its assessment and recording of pupils not meeting the expected standard	Appropriate progress and attainment for Pupil Premium pupils	Ongoing	
To provide access to the curriculum for hearing impaired pupils or children with S&L needs	To train a member of staff (TA) to learn to sign	Staff trained in basic sign language	2023 – 2025	
To provide ease of access to the curriculum for all children through technology	Extend the use of digital tablets and ipads throughout school.	Effective use of digital tablets throughout the school	2023 - 2024	
Ensure all classrooms are organised for disabled pupils	Check classrooms and assess for disabled access	Furniture suitably arranged for disabled access	Ongoing	
Ensure that disabled pupils are given alternative PE provision if required	Staff training in relation to PE SEN strategies	Effective provision for SEN pupils in PE	2023 - 2025	
To provide a quiet playground alternative	Develop quiet playground areas in the infant annd junior areas	Pupils have access to quiet areas during playtimes and lunchtimes	2023 - 2026	

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IMPROVING THE PHYSICAL ACCESS AT ARNSIDE NATIONAL SCHOOL

AMP reference	Item	Activity	Timescale	Cost £	Responsibility
	To allow ease of access for parents/ pupils from the road	To have a designated disabled parking space (in collaboration with the council)	2023 - 2024	As yet unknown	NS & Governors
	To prevent visitors entering school without permission	To improve door security and signing in area by installing an automatic door system	2023 - 2024	£2000	NS & Governors
	To park safely in front of school	To monitor parking outside school and ensure the police carry out regular checks	2023 - 2026	-	NS & Police
	To allow ease of access for pupils / adults with wheelchairs	To create a wheelchair accessible toilet for adults / pupils at the front entrance of school	2024 - 2025	£1000	NS & Governors

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IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ARNSIDE NATIONAL SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To allow parents full access to information	Ensure the school website is updated to allow all parents to easily access information and communicate with school	Up-to-date website	Ongoing	
Ensure in both lessons and parents' meetings, information is presented in a user-friendly way	Staff made aware of formats which are not suitable for specific children	Information is presented appropriately	Ongoing	
Written parent / carer information is also presented with an audio option	Create an audio option for information sent out to parent / carers	Information is accessible to all	Ongoing	
Written information is available with translation	Use translating software to ensure written information is accessible to EAL pupils and parents / carers	EAL pupils and parents / carers access written information and messages	Ongoing	