

ASTON TOWER MULTI-ACADEMY TRUST

ASTON TOWER COMMUNITY PRIMARY SCHOOL



ACCESSIBILITY PLAN 2023

| DATE | APPROVING BODY | REVIEW DATE |
|------------|------------------|---------------|
| 28/11/2023 | Full Trust Board | December 2024 |
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's Complaints Procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the Complaints Procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | OBJECTIVE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
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| Increase access to the curriculum for pupils with a disability | To ensure all staff are aware of needs of pupils with an EHCP, SSP or at SEND support. | <p>Transition meetings in the summer term. SEND documentation shared and known by teachers.</p> <p>Inclusion team members to review implementation and feedback to SENCo for actions to be taken.</p> <p>Make use of advice from relevant external agencies (SaLT, Educational Psychologist, Pupil Support, Communication and Autism Team, Sensory team as examples.</p> | <p>Inclusion team, teachers and teaching assistants.</p> <p>Inclusion team.</p> <p>DHT with support for implementation from the inclusion team.</p> | <p>End of academic year with regularly monitoring of implementation and impact.</p> <p>On-going</p> <p>On-going</p> | <p>Needs of pupils with additional needs well known, met and adaptations/further support provided for staff as required.</p> <p>Needs of pupils with additional needs well known by teachers and teaching assistants, met and adaptations/further support provided for staff as required.</p> |
| Strengthen further adaptive teaching. | Staff to build on expertise to ensure all pupils access a broad and ambitious curriculum. | SENCo-led training with monitoring to evaluate effectiveness and further support required. | DHT with all subject leaders reporting back to DHT and HT on SEND pupil access in their subjects. | Spring term | Pupils with additional need achieve well. |

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| <p>Pupils with additional needs fully access extra-curricular offer.</p> <p>Ensure all staff understand the needs of ASD pupils.</p> <p>Improve and maintain access to the physical environment</p> | <p>Pupils with additional needs are not excluded from participating in school's extra-curriculum offer.</p> <p>School is effective in understanding and responding to needs of ASD pupils.</p> <p>Ensure the outside areas are well maintained and regularly reviewed to ensure those with additional needs and or disabilities use the site safely and are not disadvantaged.</p> <p>Ensure alterations to site support the needs of pupils on the autism spectrum as the school opens an ASD resource base.</p> | <p>Termly review and targeting participation of additional needs pupils.</p> <p>Training in autism led by external body.</p> <p>Caretaker to keep reviewing site in terms of ensuring nothing puts safety of users, particularly those with disabilities, at risk acting and informing Business Manager as necessary.</p> <p>DHT (SENCo) and Business Manager ensure entrance to Tower Road and gates are safe and support the needs of pupils entering the site for the resource base,</p> <p>Development of classrooms, circulation areas, sensory rooms</p> | <p>HT and DHT</p> <p>DHT</p> <p>Caretaker/ Business Manager (SBM) School Council and pupils with additional needs voice taken into consideration.</p> <p>DHT/ SBM</p> <p>DHT, HT, SBM and Birmingham City Council.</p> | <p>Each term</p> <p>March 2024</p> <p>Each month</p> <p>Spring Term 2024</p> <p>End of Spring Term 2024</p> | <p>Additional needs pupils are well represented in extra-curricular activities.</p> <p>Staff understand the needs of pupils with autism and support them effectively.</p> <p>All users access the site safely, especially those with disabilities/additional needs.</p> <p>Pupils entering the resource base by vehicles do so safely and in a manner which supports them to access learning quickly after arrival.</p> <p>High quality learning environment is in place to support the needs of pupils</p> |

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| Improve the delivery of information to pupils with a disability | Easy access to fire evacuation routes for pupils with additional needs/ disabilities. | <p>and sensory circuit areas in the resource base.</p> <p>SBM to talk to staff using corridors to ensure furniture is not left in a way that narrows escape routes. HT to email all staff to inform them of this. Caretaker checks informing SBM if not adhered to.</p> | HT, SBM, caretaker and all staff using corridor space. | December 2023 | <p>with ASD attending the resource base.</p> <p>Corridors clear of any objects that might slow a quick escape, especially for disabled/additional needs pupils from the premises in the event of a fire.</p> |
| | Review of the site in line with existing pupils with disabilities /additional needs as they move through the school, in response to any pupil admissions or staff appointment. | DHT and SBM to review pupil needs and action reasonable adjustments. | DHT and SBM | Each September and when required following a pupil admission or staff appointment. | Pupils and staff with disabilities/additional needs access the site well and are safe. |
| | Parents of pupils with additional needs are well informed to support their children. | Staff ensure clear and helpful individual education plans are made available to relevant pupils. | Inclusion team and teachers. | Each reissue. | Parents are clear about contents of individual education plans and able to support their children at home. |
| | Pupils joining resource base, and those within the mainstream school are well supported use non-verbal communication methods. | Staff, where appropriate, make use of non-verbal methods to communicate to pupils with additional needs that require this. | DHT and all staff when interacting with such pupils. | On-going | Staff make effective use on non-verbal communication methods to meet the needs of pupils who require them. |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. Given the the trust is opening a resource base in 2024, the plan will next reviewed in December 2024. It will be reviewed by the Trust Board.

The plan will be approved by Trust Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy