



Accessibility Plan- Awardsworth Primary and Nursery School – 2024-2027

This accessibility plan aims to improve the physical environment of Awardsworth Primary and Nursery School to enable pupils with disabilities to fully participate in education, benefits, facilities, and services provided.

At Awardsworth Primary and Nursery School, we are committed to promoting inclusivity and ensuring that all disabled pupils have equal opportunities to participate in extra-curricular activities. We have implemented the following practises:

- Disabled pupils are encouraged and supported to participate in a wide range of extra-curricular activities.
- We have identified specific challenges that disabled pupils may face during extra-curricular activities, such as lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, and school trips for pupils with medical needs.
- Currently, there are very few areas in the school that have limited or no access for disabled pupils.

Objectives:

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
1. Improve physical accessibility of lunch and break times	<ul style="list-style-type: none"> • Conduct an accessibility audit to identify barriers • Implement necessary modifications to the school environment • Provide additional support and resources for pupils with social/interaction impairments • Train staff on inclusive practises during lunch and break times 	<ul style="list-style-type: none"> • Increased participation of disabled pupils during lunch and break times • Reduction in barriers identified during the accessibility audit • Positive feedback from staff, pupils, and parents 	School Leadership Team	Within the next academic year
2. Enhance accessibility of after-school clubs for pupils with physical impairments	<ul style="list-style-type: none"> • Conduct an assessment of the accessibility of existing after-school club facilities • Make necessary adaptations to ensure physical accessibility • Provide additional support and resources for pupils with physical impairments 	<ul style="list-style-type: none"> • Increased participation of disabled pupils in after-school clubs • Improved accessibility of after-school club facilities • Positive feedback from staff, pupils, and parents 	SENCO and After-School Club Coordinators	Within the next academic year

Reviewed: June 2024
 Next Review: June 2027
 Link Governor: J Renshaw

APS-HS-001-27



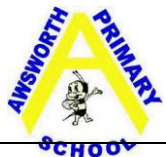
	<ul style="list-style-type: none"> • Train staff on inclusive practises during after-school clubs 			
3. Ensure accessibility of school trips for pupils with medical needs	<ul style="list-style-type: none"> • Gather information about the specific medical needs of pupils • Conduct risk assessments for all school trips • Develop individualised support plans for pupils with medical needs • Train staff on first aid and emergency procedures 	<ul style="list-style-type: none"> • Safe and inclusive participation of pupils with medical needs in school trips • Effective risk assessments and support plans in place • Positive feedback from staff, pupils, and parents 	School Leadership Team and Class Teachers	Ongoing, prior to each school trip

The purpose of this Accessibility Plan is to outline our objectives and actions to increase the extent to which disabled pupils can participate in the school curriculum.

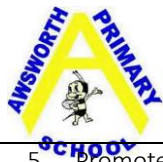
At Answorth Primary and Nursery School, we recognise that there are areas of the curriculum that present challenges for disabled pupils. We are committed to addressing these challenges and ensuring equal access for all. Our current good practise includes:

- Identifying areas of the curriculum where disabled pupils have limited or no access.
- Providing support and adaptations in PE for pupils with physical impairments.
- Implementing strategies to make science and technology accessible for pupils with visual impairments.
- Using differentiated teaching approaches to support the learning of pupils with learning difficulties in humanities.
- Addressing issues such as bullying, peer relationships, and the provision of personal care to create an inclusive environment for disabled pupils.
- Promoting positive images and role models of disabled people throughout the school.

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
1. Increase access to PE for pupils with physical impairments.	<ul style="list-style-type: none"> • Provide adapted equipment and facilities for inclusive PE sessions. • Offer alternative activities for pupils with specific needs. 	<ul style="list-style-type: none"> • Increase participation of pupils with physical impairments in PE sessions. • Evidence of adapted equipment and facilities. 	PE Coordinator	Yearly review



	<ul style="list-style-type: none"> • Ensure teaching staff receive appropriate training on inclusive PE practises. 	<ul style="list-style-type: none"> • Positive feedback from pupils and parents. 		
2. Improve access to science and technology for pupils with visual impairments.	<ul style="list-style-type: none"> • Provide accessible learning materials, such as braille or audio resources. • Implement assistive technology and software to support learning. • Offer individualised support and adaptations during science and technology lessons. 	<ul style="list-style-type: none"> • Increased engagement and participation of pupils with visual impairments in science and technology lessons. • Evidence of accessible learning materials and assistive technology. • Positive feedback from pupils and parents. 	SEN Coordinator	Yearly review
3. Enhance access to humanities for pupils with learning difficulties.	<ul style="list-style-type: none"> • Implement differentiated teaching approaches to cater to diverse learning needs. • Provide additional support and resources for pupils with learning difficulties. • Offer alternative assessment methods to assess understanding and progress. 	<ul style="list-style-type: none"> • Improved engagement and achievement of pupils with learning difficulties in humanities subjects. • Evidence of differentiated teaching approaches and additional support provided. • Positive feedback from pupils and parents. 	Subject Coordinators	Yearly review
4. Foster an inclusive and supportive school environment for disabled pupils.	<ul style="list-style-type: none"> • Deliver anti-bullying programmes and promote positive peer relationships. • Ensure policies and procedures are inclusive and accessible for all. • Provide necessary support for personal care needs of disabled pupils. 	<ul style="list-style-type: none"> • Reduction in incidents of bullying and positive peer relationships reported by disabled pupils. • Evidence of inclusive policies and procedures. • Efficient provision of personal care support. 	Safeguarding Lead	Ongoing



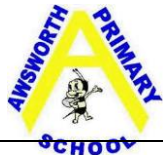
<p>5. Promote positive images and role models of disabled people.</p>	<ul style="list-style-type: none"> • Incorporate inclusive and diverse content in the curriculum. • Showcase achievements and contributions of disabled individuals in various fields. • Invite guest speakers with disabilities to share their experiences. 	<ul style="list-style-type: none"> • Evidence of inclusive curriculum content. • Positive feedback from pupils and parents regarding representation of disabled people. 	<p>Curriculum Lead</p>	<p>Ongoing</p>
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At Awardsworth Primary and Nursery School, our Accessibility Plan aims to improve the availability of accessible information to pupils with disabilities. We are committed to ensuring that all disabled pupils have equal access to information and can fully participate in all aspects of school life.

At Awardsworth Primary and Nursery School, we recognise that there are areas of accessible information that present challenges for disabled pupils and their families. We are committed to addressing these challenges and ensuring equal access for all. Our current good practise includes:

- Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.
- Access to information is planned, with a range of different formats available for disabled pupils, parents, and staff.
- Regular communication with pupils, parents, carers, support staff, and teachers ensures that individual pupils' needs are met and they are fully able to access all aspects of school life.

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
<p>1. Improve the delivery of information to pupils and parents with disabilities.</p>	<ul style="list-style-type: none"> • Develop a system to provide information in accessible formats such as braille, large print, and electronic text. • Train staff on creating accessible documents and materials. • Regularly review and update the school website to ensure accessibility for all users. 	<ul style="list-style-type: none"> • Increase in the number of information materials available in accessible formats. • Positive feedback from pupils and parents on the accessibility of information. 	<p>SENCO (Special Educational Needs Coordinator)</p>	<p>Ongoing/Annual Review</p>



	<ul style="list-style-type: none"> • Seek feedback from pupils and parents regarding their preferred format for receiving information. 	<ul style="list-style-type: none"> • Improved understanding and engagement of pupils and parents with disabilities. 		
2. Promote inclusive communication strategies within the school community.	<ul style="list-style-type: none"> • Provide training to staff on inclusive communication strategies for interacting with pupils with disabilities. • Collaborate with external organisations and specialists to enhance communication support. • Encourage the use of visual aids, assistive technology, and alternative communication systems. • Raise awareness among all stakeholders about the importance of inclusive communication. 	<ul style="list-style-type: none"> • Increased use of inclusive communication strategies by staff. • Enhanced communication skills and confidence of staff when interacting with pupils with disabilities. • Positive feedback from pupils and parents on the effectiveness of inclusive communication strategies. 	Inclusion Coordinator	Ongoing, with regular training and evaluation.
3. Ensure timely and accessible communication with parents and carers of disabled pupils.	<ul style="list-style-type: none"> • Implement a system for sending communication in multiple formats, including email, text messages, and letters. • Provide translated versions of important documents for parents with limited English proficiency. • Conduct regular meetings and workshops to address parents' concerns and provide necessary information. • Utilise online platforms and resources to enhance 	<ul style="list-style-type: none"> • Increased participation of parents and carers in school activities and events. • Positive feedback from parents on the accessibility and timeliness of communication. • Improved understanding and collaboration between parents and the school. 	Headteacher	Ongoing, with regular evaluations and adjustments.



	communication and engagement with parents.			
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*Please note that the above objectives and actions are subject to review and regular evaluation to ensure their effectiveness in improving accessibility for disabled pupils.