



Adelaide Primary School
Accessibility Plan
January 2020 - January 2023

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Adelaide the Accessibility Plan will be reviewed every three years by the SENDCo, SMT and Governing Body, but all targets will be reviewed on an annual basis. Adelaide’s current plan will be appended to this document.

At Adelaide Primary School we are committed to working together to create a happy and secure atmosphere where our pupils will always be encouraged to do their personal best. We provide a broad and balanced education and the school has an ethos of care and support and a genuine desire for each pupil to reach their full potential.

- 1) The Accessibility Plan is structured to complement the school’s Equality Objectives and will be published on the school website. We understand the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance of that duty.
- 2) Adelaide Primary School is committed to providing an environment that enables full curriculum access that 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 taking a positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school.
- 3) The Adelaide Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain 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 within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) The Adelaide Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
 - 5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 6) The Accessibility Plan will be published on the school website
 - 7) When the Accessibility Plan is being evaluated we will consider the following;
 - Is there greater satisfaction of disabled pupils and their parents with the provision made?
 - Is there evidence of the greater involvement of disabled pupils in the full life of the school?
 - Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
 - Has an audit on the school accessibility and the current population been completed?
 - Is there evidence of progressive improvement to the physical environment of the school?
 - Is information for pupils/stakeholders available in a range of formats?

8) Current range of known disabilities

Adelaide Primary School has children with a range of disabilities which include moderate and specific learning difficulties and complex medical conditions. We also have pupils with a hearing impairment or a visual impairment.

If a medical care plan is required, a meeting is held with the school and parents / carers to create the plan. These care plans are displayed on the noticeboard in the Staff room and class teachers have relevant copies in the classroom.

When children enter school with specific disabilities, the school contacts the appropriate professionals for assessments, support and guidance for the school and parents.

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

- School Improvement Plan
- Equal Opportunities Policy
- Health and Safety Policy
- Medical Policy
- SEND Policy
- School Prospectus
- Educational Visits Policy
- Staff Development (CPD Policy)

Adelaide Accessibility Action Plan 2020 - 2023

Physical environment				
Outcome	Strategy	Success criteria	Responsibility	Timeframe
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds to be completed. Suggested actions to be implemented	Access to all areas will be improved.	Head teacher Governors	Agenda item at each governors meeting.
Improve external and internal environment access for visually impaired people	Follow strategies suggested following IPaSS audit. Paint/mark edges of stairs / obstacles with contrasting colours as needed. Regularly replace broken blinds in classrooms and other spaces	Visually impaired people feel safe in school grounds and in school buildings	Head teacher SENDco Caretaker	Ongoing and as required
Ensure all disabled pupils can be safely evacuated	Ensure all staff are aware of their responsibilities in relation to disabled pupils If needed put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	All disabled pupils and staff working alongside are safe in the event of an evacuation	Head teacher SENDCo	As required
Ensure classroom environment is monitored regularly to support the needs of all children.	Seek support from relevant IPaSS advisory teachers, ASD outreach, Down Right Special, Occupational therapist, physio therapists and SEN consultants.	All children have access to the appropriate environment	LA HI and VI advisory teachers in conjunction with SENCO	Ongoing and as required

Curriculum				
Outcome	Strategy	Success criteria	Responsibility	Timeframe
To train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Head teacher SENCO	Ongoing and as required
All educational visits to be accessible to all	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Ensure each new venue is vetted for appropriateness.	All pupils in school able to access all educational visits and take part in a range of activities A real commitment to inclusion of all children in all activities and events.	Teachers/Trip or activity organiser	Review annually
To provide specialist equipment where needed to promote participation in learning.	All children will be able to work as independently as is possible.	Following advice from outside agencies provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Teacher SENCO	Review as required
To meet the needs of individuals during statutory tests.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Children will be assessed in accordance with regular classroom practice, and guidance from the DFE for additional time and special access arrangements.	Head teacher Teachers	Review annually
Use ICT software to support learning	Make sure software installed where needed Liaise with outside agencies regarding relevant ICT.	Wider use of SEN resources in classrooms	ICT Co-ordinator SENDCo	As required
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	All to have access to PE and be able to excel	PE co-ordinator	As required

Written / other information				
Outcome	Strategy	Success criteria	Responsibility	Timeframe
To ensure that all parents and other members of the school community can access necessary information.	Written information can be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as any other parent.	Administrator	As required
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, email or send home written information.	Parents with particular needs will be informed of their children's progress.	Head teacher Teachers	Termly
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff accessible information ie. dyslexia and visual impairment	Staff to use accessible information.	SENDCo	As required
Annual review information to be as accessible as possible	Develop parent and child friendly review formats	Staff more aware of pupils/parents preferred method of communications	SENDCo	Ongoing
Provide information in other languages for pupils or prospective pupils	Access to translators and interpreters to be considered and offered if possible	Pupils and/or parents feel supported and included	SENDCo EAL Co-ordinator Head teacher	As required