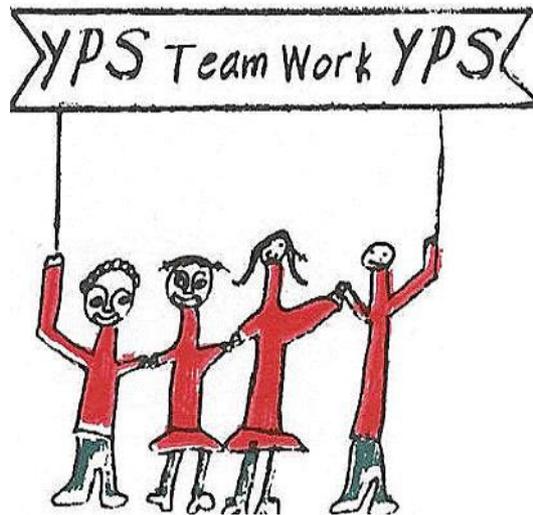


YARDLEY PRIMARY SCHOOL



Accessibility Plan

This Policy must be read in line with and adhere to the most recent Yardley Primary School Risk Assessment.

Staff must:

- Increase the frequency of handwashing and/or the use of hand sanitiser.
- Adhere to social distancing inline with Government guidance.
- Adhere to the NHS campaign 'Catch it, bin it, kill it'.
- Use PPE when required and appropriate.
- Report any safeguarding concerns related to pupils, staff and parents immediately.
- Be aware and raise concerns with regards to the mental health and wellbeing of pupils, staff and parents.

December 2020

Accessibility Plan

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

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 Purpose and direction of the school's plan: vision and values.

- Yardley Primary School is committed to ensuring that the children in our care receive the best possible education, through inclusive practice. We endeavour to break down barriers to learning for all those with difficulty or disability, whether lifelong or temporary.

Information from pupil data and school audit.

- There are currently 3 children on role who have a statement/EHCP, who all have complex needs.
- There are a small number of other children who may obtain an EHCP in the future.
- There are currently fourteen children who have a diagnosis of ASD, two children with heart conditions, one child with a genetic disorder, an epileptic child, two diabetic children and one child with a diagnosis of Muscular Dystrophy.
- 31% of pupils have entitlement for Free School Meals (as of October 2019).

Views of those consulted during the development of the plan.

- Parents feel that the school and staff are friendly and welcoming and attendance at parent's evenings continues to be higher in the Spring term than in the Autumn term.
- The leadership team continue to build home school links, mindful of the challenges presented of balancing accessibility and safeguarding.
- Parents/ carers were given the opportunity to complete a parent survey during the Autumn term 2019. The responses we received were very positive with over 100% of these parents that responded saying that they felt the school was a safe and happy learning environment for their child.

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 such as Birmingham City Council, Birmingham Children's Trust, [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

We have included a range of stakeholders in the development of this accessibility plan, including

- SEND Governor
- Head Teacher
- Deputy Head Teachers
- Inclusion Manager
- Site Manager
- JLT – Junior Leadership Team
- Parent Ambassadors

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> The curriculum has been revised in line with the new National requirements. Expectations are high for all pupils and modifications are made where appropriate. The curriculum is continually reviewed to ensure it meets the needs of all pupils. Remote Learning provision is differentiated to meet the needs of all pupils. 	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Modifications to curriculum and teaching style are made to individual needs and based on professionals' advice.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Remote Learning continually reviewed to ensure engagement and positive learning outcomes for pupils.</p> <p>Pupils have regular opportunities to access Purple Mash in school and to complete set work.</p>	T&L team and Inclusion team ensure all staff have the correct CPD, regular monitoring of teaching and learning.	SLT	Summer term 2021	<ul style="list-style-type: none"> - All pupils enjoy their time at school and have the opportunity to participate in a range of activities both inside and outside of the classroom -All pupils, regardless of their disability, will make good or better progress in all areas of the curriculum. --All pupils are aware of their targets and know how to improve their work -All staff understand and implement best practice in relation to inclusion and have the opportunity to complete a range of CPD -All books are marked, with appropriate and personalised feedback to

						<p>support all pupils to make progress.</p> <p>- Evidence of Remote Learning engagement will be evident on the relevant platforms and work completed will support pupil's progress and transition back into school.</p>
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The premises development plan has ensured that the grounds are attractive and welcoming. • Accessible designated forest school zone, a field and a MUGA which children have access to. • The new entrance area allows a safe meeting room, with good lighting and acoustics. • The main corridors are wide, kept clear and well lit, providing easy access to the classrooms. • There is an ongoing programme of assessing and providing relevant furniture for identified children and consultant with BRAYS outreach team as necessary. The physical needs of the children and staff are considered. • There is clear signage in appropriate, clear fonts throughout the school buildings. 	<p>To continue to monitor and adapt, where possible, the school building/ facilities should the need arise.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Regular meetings between site staff and SLT.</p> <p>Funding is available to make adaptations, if needed.</p>	<p>SLT/ Site staff</p>	<p>Summer term 2021</p>	<p>- All pupils enjoy their time at school and have the opportunity to participate in a range of activities both inside and outside of the classroom.</p> <p>-All pupils are able to navigate around school safely and independently (where appropriate).</p>

<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Our website has been designed to make it accessible to users of tablets and mobile phones as far as possible. • Messages regarding school events are sent to parents via email and text to offer reminders eg: dress as a book character. • The curriculum is continually reviewed to ensure it meets the accessibility needs of all pupils. • Support will be provided for pupils who are in isolation to enable them to access Remote Learning. 	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <ul style="list-style-type: none"> • Induction loops • Offer the services of a signer / interpreter if and when needed. • Ensuring that all communications sent are completed in a plain language format and are suitable for reading by all. • All Remote Learning communication is easily accessible for parents (this includes email, phone calls and communication on the school website). 	<p>SLT/ office staff and Inclusion team are aware of how information is shared and modified for all children and families where necessary.</p>	<p>SLT</p>	<p>Summer term 2021</p>	<ul style="list-style-type: none"> - All staff consider the best form of communication for all members of the school community. - Relevant adaptations are made to deliver and share information - All staff understand and implement best practice in relation to inclusion and have the opportunity to complete a range of CPD - Evidence of Remote Learning engagement will be evident on the relevant platforms and work completed will support pupil's progress and transition back into school.
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4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

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
- Supporting pupils with medical conditions policy