

ACCESSIBILITY PLAN



Alexander McLeod Primary School

Updated: September 2024
Date of review: September 2027

Accessibility plan

Introduction

This plan outlines how Alexander McLeod Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 and is based on current legislation and the requirements as specified in Schedule 10. The plan is made available online on the school website, and paper copies are available upon request.

School governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan. The governing board also recognises its responsibilities towards employees with disabilities and will:

- Undertake reasonable adjustments to enable staff to access the workplace and ensure that they are provided with appropriate support and provision
- Ensure that individuals with disabilities are provided with equal opportunities through monitoring recruitment procedures
- Provide for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues

Aim

A person is regarded as having a disability under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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'.

This plan aims to:

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

The plan is resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The head teacher and other relevant members of staff

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- Governors
- External partners

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The governing board undertakes an annual accessibility audit. The audit covers the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. This includes the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment that may assist pupils.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers and plan to add specialist facilities as necessary.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers. It will also assess the delivery of written information to pupils, staff, parents and visitors with disabilities.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia
- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

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The findings from the audit will be used to identify actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The Plan

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and Governors. The school supports any available partnerships to develop and implement the plan.

Curriculum

Issue	What	Who	When	Desired outcome
Reviewing the accessibility of the curriculum for all learners	Curriculum is audited thoroughly Training for teachers on adapting the curriculum for disabled children is provided	Curriculum Lead Inclusion Team Teachers	LTPs reviewed annually MTPs reviewed half-termly Training as required	Leadership and teaching staff are aware of any accessibility gaps in the curriculum and can plan to mitigate them accordingly All children, including those with disabilities, are supported to access the curriculum
Supporting the needs of individual children with identified SEND	Inclusion meetings take place to assess and address pupil needs Referral system is established for teachers to express concerns relating to SEND	Inclusion Team Teachers	Plan, do review meetings scheduled throughout the year EHCP reviews annually	Children's needs are assessed, addressed and reviewed Individualised targets are set for children with SEND
Ensuring all pupils can participate in trips and out-of-school activities	Specific needs of children with SEND are considered throughout the planning process for trips or other activities Planned trips are risk-assessed with special consideration for	Teachers Inclusion Team EVC	Ongoing	The school offer of trips and other activities is inclusive Children with SEND are supported to access a wider range of learning experiences

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	the needs of pupils with SEND			
Ensuring specific adaptations are made in classrooms and on teaching resources to promote the participation and independence of all pupils	<p>Assistive technology is used in classrooms to remove potential barriers (e.g. visualisers)</p> <p>Pastel colours are used for backgrounds of teaching slides and resources</p> <p>Widgits are used on class timetables and teaching resources in line with the borough visuals policy</p>	Teachers Inclusion Team	Daily	All pupils, including those with SEND, are supported to access the learning in lessons and can demonstrate independence
Identifying and addressing gaps in learning and/or development	<p>Teachers and support staff are trained to deliver interventions</p> <p>Teachers use a range of effective strategies to identify gaps and misconceptions</p>	Teachers LSAs Inclusion Team Assessment Lead	Ongoing	Gaps in children's learning and/or development are addressed, leading to progress and achievement
Meeting the individual needs of children in the Medical Alert Handbook	<p>Staff are trained to act accordingly in the event of a medical incident</p> <p>The Medical Alert Handbook is shared with the whole staff, including procedures for reacting in medical emergencies</p>	Parents First Aiders Teachers Inclusion Team School Nurse SLT	Ongoing Handbook reviewed annually	<p>Staff are trained and confident to care for children with medical needs</p> <p>Medications are up-to-date</p>

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Physical environment

Issue	What	Who	When	Desired outcome
Ensuring pupils with mobility issues can move around the school safely	<p>The school premises are assessed based on the needs that present themselves</p> <p>Accessible toilets are available on the ground floor of the main building, the Hive/Pear annex and the Y2 annex</p>	Inclusion Team Premises Manager	<p>Classrooms allocated annually</p> <p>Accessible toilets and facilities cleaned and monitored daily</p>	All children, including those with disabilities, can access and use the classroom and wider learning environments
Ensuring visitors to the school with disabilities can access the main reception	Visitors with disabilities are met and guided through the playground to the ramp at the rear of the main building (ramps are also available for each of the annexes)	All staff	Ongoing	<p>All staff are aware of the accessibility arrangements and can accommodate visitors accordingly</p> <p>Visitors fee welcome and included at the school</p>
Ensuring pupils, staff and visitors with visual impairments can safely follow evacuation procedures in an emergency	<p>Emergency systems include visual alarms</p> <p>Staircases have high-visibility yellow strips permanently fitted</p>	Headteacher Premises Manager	Reviewed annually	Pupils, staff and visitors can move around the school site safely in the event of an emergency
Ensuring pupils with visual impairments can access written resources	Teachers are made aware of the advice and services available for converting written resources into alternative formats	Teachers Inclusion Team	Ongoing	Teachers provide pupils with written resources in alternative formats where necessary (e.g. larger print, brail, augmentative communication technology)

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Ensuring non-readers can access written material	Signage is clear and well situated Visuals are used for class/independent timetables, labels and other resources	Headteacher Premises Manager Teachers	Reviewed annually	Non-readers can navigate the school premises Pupils who cannot yet read are able to access learning
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