



Making a difference, as we grow together

Accessibility plan

Alderman Pounder Infant and Nursery School



Approved by:	Governing body	Date: 01.01.2025
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1. Rationale

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality 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:

- He or she has a physical or mental impairment, and
- 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 will be reviewed every 3 years or where operational needs dictate 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 Alderman Pounder Infant & Nursery School the Plan will be monitored by the Headteacher and evaluated by the Governing Body. The current Plan will be appended to this document.

At Alderman Pounder Infant & Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2. Aims

Our Aims are:

- › Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- › Increase the knowledge and understanding of staff in diversity, equity and inclusion (including the Equality Act 2010), any specific emerging needs and strength-based approaches to provision
- › Improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- › Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff, trust members and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that 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 with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governing Body. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Alderman Pounder Infant & Nursery 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Alderman Pounder Infant & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- › Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);
- › Enhance staff awareness and proficiency in diversity, equity, and inclusion principles, ensuring an understanding of their role in fulfilling our requirements within the Equality Act 2010. Implement ongoing training to address emerging needs, further developing a culture of inclusivity. Promote strength-based approaches in provision, starting with what children are able to do (rather than what they can't), recognising and leveraging the unique strengths of each child;
- › 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;
- › Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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 time frame.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will

be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

3. Current Good Practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

4. Physical Environment

There are no areas of the school to which disabled pupils have no access at the moment, however several areas including external buildings require alternative access routes to be used. Disabled pupils will participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example 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, however all reasonable adjustments are made to support as full an involvement as possible. Consideration is given to the sensory needs of pupils when designing classroom environments.

5. Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We will seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

6. Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

7. Access Audit

All school buildings have entrances which are flat or ramped however some require alternative routes to be used. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the layout of the school site could potentially present challenges, we endeavour to minimise this by altering the use of specific rooms, such as moving classes to fully accessible classrooms. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate, and there is adequate parking in the staff car park. There are disabled toilet facilities available in our building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

8. Management, Coordination and Implementation and Review

We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team work closely with the trust and Local Authority.

We work closely with parents to consider their children's needs.

The policy is reviewed annually and/or as children's needs change.

The annual review is then shared with staff via Teams.

We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

9. Links with Other Policies

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

- Health and safety policy
- Anti-bullying policy
- Special Educational Needs policy
- Supporting children with medical conditions policy (including administration of medicines)
- Off-site visits policy

10. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

11. Financial Planning and Control

The headteacher, SLT and governors will review the financial implications of the accessibility plan as part of the normal budget review process.

Action Plan

Aim 1: Increase access to the curriculum for pupils with a disability, medical condition or other access needs

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, adaptive teaching, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Identify new FS2 pupils who may need adapted or additional provision	Liaise with pre-school providers to prepare for the new intake of children into the Foundation Stage each year	Annually – May to July	EYFS leader and teachers SENDCO Headteacher	Provision is in place ready for when the child/ren start school
Identify new in-year pupils who may need adapted or additional provision	Liaise with educational establishments to prepare for the intake of new children who transfer within year	Ongoing as need arises	SENDCO Headteacher	Provision is in place ready for when the child/ren start school
Fully comply with the Equality Act 2010	Review policies to ensure that they reflect inclusive practice and procedure	In line with policy review timelines	SLT Governors	Governor monitoring identifies that all policies being developed and reviewed clearly reflect inclusive practice and procedure.
Strong collaboration and effective information sharing between school, families and agencies	Establish and maintain close liaison with parents/carers Establish and maintain close liaison with outside agencies for pupils with additional needs Coordinate multi-agency meetings as appropriate, to streamline information sharing	Ongoing	SLT / SENDCO All staff External professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
Include pupils with SEN, a disability, medical condition or other access needs as fully as possible in the wider curriculum including visits and residential	Create personalised risk assessments and access plans for individual children Liaise with external agencies, identifying training needs and implementing training	Ongoing as visits are planned	SLT / SENDCO Teaching staff External providers	Evidence that appropriate considerations and reasonable adjustments have been made and are consistently recorded

Targets	Strategies	Timescale	Responsibilities	Success criteria
visits as well as extra-curricular provision	<p>where needed</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out</p> <p>Target adult support to meet the diverse needs of pupils with specific needs including SEN, disabilities and/or medical conditions</p> <p>Provide appropriate training to staff e.g. Peg training, Autism Education Trust training</p> <p>Implement reasonable adjustments wherever possible e.g. alternative recording strategies</p>		Educational visit settings	
Children are able to access a curriculum which is representative and in which they can see themselves	<p>Foster a culture of celebration around diversity and difference.</p> <ul style="list-style-type: none"> ➤ Representation of different world religions within assemblies ➤ Range of people from different cultures and representing protected characteristics within the curriculum ➤ Specific teaching around difference as strength within PSHE <p>Continue to regularly review the curriculum including incorporating a diverse range of representative examples of people</p>	Ongoing	Curriculum Lead RE lead SLT Teachers	<p>Feedback from children to children's experience governor is positive</p> <p>Positive case studies/ exemplars about the curriculum and diversity</p> <p>Celebration of diversity, equity and inclusion is embedded within the school's culture</p>
Children feel they have a voice in their school experience	<p>Provide opportunities for children to share their views within the curriculum e.g. Children's Government and Pupil Parliament, Playground Buddies, circle</p>	Ongoing and at least annually	SLT / SENDCO All staff	Children are able to see themselves within the curriculum and are able to access the curriculum, including through

Targets	Strategies	Timescale	Responsibilities	Success criteria
	times, Worry Monsters, conversations			bespoke adaptations Feedback from children to children's experience governor Parent survey shows that children are positive about school and feel they have a voice

Aim 2: Increase the knowledge and understanding of staff in diversity, equity and inclusion (including the Equality Act 2010), any specific emerging needs and strength-based approaches to provision

Targets	Strategies	Timescale	Responsibilities	Success criteria
Staff are confident in fulfilling their responsibilities in line with the Equality Act 2010	Provide ongoing training to develop the understanding of all staff of diversity, equity and inclusion relating to physical or mental impairments See also: Equality Information and Objectives	At least annually	HT SLT / SENDCO	Provision, policy and provision continues to meet requirements in line with the Equality Act 2010 Staff have an improved understanding of their responsibilities
A strength-based culture is embedded within the school	Analysis of pupil performance data includes SEND as a group Start pupil progress meetings with a focus on achievements of children, before discussing gaps and next steps SEND support plans include space on the front page to celebrate children's strengths	Termly	HT SLT / SENDCO All staff Governors	Feedback from parents identifies strengths in the leadership of SEND and a positive culture Feedback from governors identifies leadership of the culture continues to be inclusive Pupil outcomes show that individual pupils make progress
Staff expertise in emerging areas of need is developed	Provide training in areas of emerging need: <ul style="list-style-type: none"> ➤ Peg training ➤ Making sense of autism ➤ Pathological demand avoidance Access support from external agencies including the Inclusion Service, Attendance and Behaviour Partnership and the Family SENCO as required	Various 27/11/23 29/01/24 Ongoing	HT SENDCO	Staff expertise continues to grow and they are able to apply training to better respond to the needs of children Provision continues to meet the needs of all children Training in identified needs is completed

Aim 3: Improve and adapt the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Improve access to the physical school environment	Take account the needs of pupils and other stakeholders with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings	In line with planned works	SLT Site Manager Governors	Evidence that inclusive actions have been taken to improve access
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	<p>Create personalised risk assessments and access plans for individual pupils, as appropriate</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out</p>	Ongoing	SLT / SENDCO Teaching staff Site manager	<p>Policies and procedures are clearly communicated to all</p> <p>Members of the school community requiring access support have appropriate documentation in place (which may include Risk Assessments, PEEPs)</p> <p>All members of the community are about to safely evacuate in an emergency</p>

Aim 4: Improve the partnership between, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success criteria
Enable improved access to written information for pupils, parents and visitors.	<p>Create and offer information in an accessible format e.g. via email or accessible PDF to allow the use of screen-reader, zooming etc.</p> <p>Access arrangements are considered and put into place for statutory testing</p> <p>Provide alternative print formats for lesson resources e.g. dual coded text, enlarged font</p> <p>Sign up all families to ClassDojo, allowing access to translation of messages</p>	Ongoing	<p>SLT / SENDCO</p> <p>Office team</p> <p>Teaching staff</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>97% of families signup to ClassDojo</p>
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education	<p>Provide support to access information on request</p> <p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p> <p>Where reasonable, provide information in an alternative format upon request e.g. printed copy, enlarged font, coloured paper</p>	Ongoing	All staff	Evidence that reasonable adjustments have been made, so that parents can fully support their children in their education
Develop a strong partnership with parents to ensure children attend and achieve in school	<p>Clear communications</p> <p>Reinstate school-parent-pupil agreement</p> <p>Opportunities for families to attend school events</p>	Ongoing	All staff	<p>Increase in attendance at school events</p> <p>School-parent-pupil agreement are signed by the majority of families</p>