





## Accessibility Policy and Plan

Revised: November 2023

Signed:  . Date: 23<sup>rd</sup> November 2023

Chair of Governors

Signed:  Date: 23<sup>rd</sup> November 2023

Headteacher

## **The purpose and direction of the school's plan: vision and values**

At Anson Primary School we aim to provide an environment where every child has the confidence to strive for the highest possible standards of personal and academic achievement. Our commitment to an inclusive environment for staff, pupils, parents and carers, governors and others involved in the school community is at the heart of our vision and values.

Anson has high expectations for all pupils, of all abilities, to participate in every aspect of school life, and to achieve their full potential. In order to achieve this we are committed to identifying and removing barriers to learning to ensure that:

- Disabled pupils are treated positively.
- Adjustments are made to lessen any disadvantages.
- Access to education for disabled pupils is monitored and developed.

### **Definition:**

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This includes:

A visually or hearing impaired person.

A person with a physical disability

A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing conditions

A person with an autistic spectrum disorder

A person with Down's syndrome

A person with dyspraxia and or ADHD

A person with dyslexia

This list is not exhaustible but identifies the main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006).

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to inclusion, the removal of barriers to learning and increasing access for disabled pupils in order to improve outcomes. This is driven by the National Curriculum Inclusion Statement which states that it is the school's responsibility to:

*'Provide a curriculum that meets the specific needs of individuals and groups of pupils.'*

Therefore, the school follows the three key principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Increasing physical access for disabled pupils

***Increasing the extent to which disabled pupils can participate in the school curriculum***

Currently we have:

- *A school building which is 'disability friendly' on one level, with disabled toilets, wide doors and our school grounds are level, safe and secure with wide pathways, safety surfacing and approved hard surfacing, where appropriate, in the Nursery, Reception and main play areas.*
- *An easy access to all areas, including, the school grounds and Nursery.*
- *Outdoor area has been designed for use by all pupils with covered areas in different parts of the playground.*
- *Each classroom has been installed with Interactive Whiteboards and these are widely used to enhance the curriculum for all pupils.*
- *All classrooms have access to laptops, I-Pads, tablets, and other resources to support a multi-sensory learning environment.*
- *We have experienced teaching assistants (TAs) who have all received training to support pupils throughout the school. The TAs not only work alongside the class teachers but also support children with Individual Support Plans (ISP) and run specialist programmes with pupils. Their work is always supported by class teachers, the Anson Inclusions Team, by external agencies and specialists such as the Brent Outreach Autism Team (BOAT), Speech and Language Therapists (SaLT), Occupational Therapists (OT) and Educational Psychologists (EP).*
- *Lessons are planned to include all pupils with differentiated activities. For a pupil with a greater disability this planning is guided by the Inclusions Team in school, who liaise regularly with the class teacher to ensure work is differentiated to meet each pupil's needs.*
- *All children who have both a disability and a special educational need have an individual support plan which is reviewed regularly in line with the school's SEND policy and other inclusion documents.*
- *Provision for children with Education Health Care Plans is reviewed termly and on an annual basis, where outside professionals are invited to provide review and develop next step targets.*

- *The Inclusions Coordinator will ensure full inclusion of all pupils within the school and will facilitate this with the involvement of all parties including pupil, parents, class teacher, teaching assistants and external agencies.*
- *The school timetables for specific areas of the school are drawn up with the needs of all pupils taken into account i.e. physiotherapy programme, speech and language and occupational therapy.*
- *All pupils' progress is monitored termly, through pupil progress meetings, data, Individual Support Plans and meetings between the Senior Leadership Team and class teacher. Tracking systems are used for all pupils, regardless of ability, and high expectations are maintained for all.*
- *Views and opinions of parents and children are sought through questionnaires and review meetings. Reasonable changes are made based on suggestions.*
- *Provision maps are updated termly to show support given for individual pupils in their year groups.*
- *Specialist arrangements for assessments i.e. KS1 & 2 SATS (extra time applied for, use of amanuensis, large print papers).*
- *Comprehensive risk assessments are carried out for all school trips. The School uses Brent's "There and Back Again" guidance.*
- *We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.*

### **Management**

The governing body takes responsibility for the school accessibility plan and will oversee any changes to the physical environment if any adjustments are needed in the future, alongside planning for the funding to improve access.

### **Coordination**

The Headteacher and the Inclusions Team have an overview of all relevant policies, which have been adopted by the governing body, including the SEND Policy, the Accessibility Plan, the Equalities Objectives and the Health and Safety Policy.

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

- Behaviour Policy,
- Equality Objectives
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan
- Policy for First Aid and Administering Medication

### **Abbreviations**

ISPs: Individual Support Plans

BOAT: Brent Outreach Autism Team

SaLT: Speech and Language Therapy

OT: Occupational Therapy

EP: Educational Psychologist

SLT: Senior Leadership Team

### Accessibility Plan 2023-2026 – Key Objectives:

To continue to improve 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.

To continue to increase access to the curriculum for pupils with a disability by expanding the curriculum as necessary in order to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils. 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 also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Targets	Strategies	Outcome	Timeframe
<b>Curriculum</b>			
Continue training teachers and support staff on different aspects of SEND including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity. We recognise that this is an ongoing process, and that needs and expertise will change with time	On-going
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On going
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	Where possible implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases. (Hearing loop/microphone and physiotherapy equipment)	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	Relevant staff will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	On-going
<b>Physical Environment</b>			
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEND staff to audit accessibility of school buildings and grounds. Governors Buildings and Finance Committee to check accessibility and then produce an Action Plan based on the findings.	Any reasonable modifications will be made to the school building and grounds in order to facilitate ease of access for all.	On-going
Ensure any proposed 'new build' project is physically accessible for everyone.	Brent to be consulted to ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term Until any new Construction begins.