

At Allanson Street, we belong, believe, aspire and achieve

Mission Statement

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Respect

Kindness

Resilience

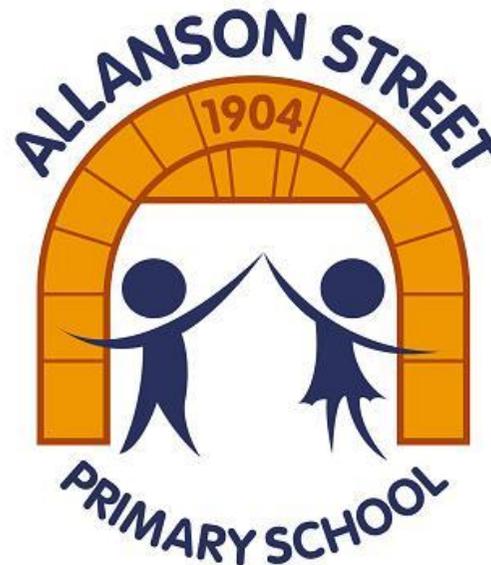
Aspiration

Integrity

Pride

Courage

Independence



Accessibility Plan

Signed:

_____ Headteacher
_____ Chair of Governors
_____ Date

Issue Date: March 2023
Review Date: March 2026

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) which requires the governing body to:

- Promote equality of opportunity for disabled people: children, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the schools Equality Policy and sets out how the governing body will improve equality opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. This plan incorporates the school's intention to increase access to education for disabled pupils. Allanson Street 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 by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address identified priorities. In drawing up the Accessibility Plan, the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.

- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- 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.

At Allanson Street Primary School, we are committed to establishing equality for all children, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff, Parents and Carers

The Accessibility Plan has been informed by analysis of pupil & staff data, completion of an access audit and additional information gathered. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. We are committed to equal opportunities and inclusion.

Allanson Street 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 need through:

- Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If 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 of school’s 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.
- Improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats.

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

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Additional Needs Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The School's Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Occupational Therapists and Physiotherapists
- Learning Support Service
- Hearing and Visual Impairment Team
- Speech and Language Therapy
- Behaviour Improvement Team
- The Bridge Centre
- Lansbury Bridge
- LASC
- EAL service
- CAMHS
- Barnardos
- Educational Psychologist
- Youth Service
- Families First
- Education Welfare Service
- St Helens Mental Health Team
- St Helens Children's Services

Improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by our school.

Improving the delivery of information to disabled persons

Staff are aware of the services available for converting written information into alternative formats. 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. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for the Full Governing Body will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The plan will be monitored through our Safeguarding provision. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This strategy should be considered alongside the following school policies, strategies and documents:

- Relationships and Behaviour Policy
- Equality Policy
- Health and Safety Policy
- All Curriculum Policies
- SEND Policy
- School Improvement Plan

Allanson Street Primary School Accessibility Plan

Improving the physical access

| Priorities | Further Improvements Needed | Timescale Person Responsible | Success Criteria |
|--|---|---|--|
| To improve the environment of the school to increase the extent to which disabled people can take advantage of education and associated services. | | | |
| Be aware of, and ready to meet, the access needs of disabled children, staff, parents/ carers and visitors. | <ul style="list-style-type: none"> • Ensure staff are aware of access issues ('access' meaning 'access to' and 'access from') with particular regard to the staffroom and upper level of the Thompson Centre. • Where appropriate, create access plans for individual disabled children (and staff) as part of the SEND (Special Educational Needs and Disabilities) process. • Ensure staff, governors and visitors can access areas of school used for meetings. • Send annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (child or adult) becomes physically impaired. | Review annually and as new children and staff members join the school. Headteacher SENDCo | <ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff, governors and children are confident that their needs are met. • Accessibility plan is continuously monitored to ensure any new needs arising are met. • Parents have full access to all appropriate areas of school. • PEEPs are prepared and reviewed as individual needs change. |
| Ensure disabled bathrooms are maintained and free from obstructions. | <ul style="list-style-type: none"> • Ensure staff are aware of the need to keep disabled bathrooms free from obstructions. • Risk assess these areas as part of termly health check. • Include need to keep these areas free from obstruction on monthly health and safety staff bulletin. | Monthly and termly action points. Headteacher | All disabled bathrooms are easily accessible to disabled staff, children and visitors. |

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| Maintain safety for visually impaired people. | <ul style="list-style-type: none"> • Check if yellow painted areas around school are sufficient to meet the safety needs of any children with a visual impairment. If not, make necessary improvements. • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate. • Check flashing beacons that signal fire alarm activation regularly. | Annually, and as new children join the school throughout the year | Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons are monitored via the termly health checks and throughout the school year as necessary. |
| Ensure there are enough fire exits around school that are suitable for people with a disability. | <ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings to be undertaken by DW / DK. • Ensure staff are aware of need to keep fire exits clear. Monitor this via daily checks and termly health and safety check. | Daily | All disabled staff, visitors and children have safe exits from school. |
| Safe whole School Evacuation | <ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed. | Annually, and as new children join the school throughout the year | All physically disabled persons can be safely evacuated. |
| Ensure accessible car parking for all staff, visitors, parents and children with a disability. | <ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the front entrance gates into the school. • Parents with a physical disability or children with a disability are given a school blue badge to allow use of the staff car park. | On-going | There is a place for disabled members of staff and visitors to park throughout the school day. |
| Lunchtime in own classroom | <ul style="list-style-type: none"> • Ensure children who need longer to eat lunch are scheduled additional time each day. | Daily | All children feel they have an adequate amount of time to eat their lunch. |

Improving the curriculum access

| Priorities | Further improvements needed. | Timescale Person Responsible | Success Criteria |
|--|---|---------------------------------|--|
| To increase the extent to which disabled pupils can participate in the school curriculum. | | | |
| Ensure adaptations are made where needed to ensure that all children with a disability have equal access to a broad and balanced curriculum. | Review SEND children’s access to curriculum within class sessions: <ul style="list-style-type: none"> • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Pupil voice activities to be carried out. • Ongoing monitoring from SENDCO. • Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. | On-going | All pupils have equal access to a broad and balanced curriculum. |
| Ensure all school visits and trips are accessible to all children. | <ul style="list-style-type: none"> • Undertake risk assessments to ensure that all children, including children with physical disabilities, can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND. | On-going | All pupils are able to access all school trips and take part in a range of activities. |
| Review PE curriculum to ensure PE is accessible to all pupils. | <ul style="list-style-type: none"> • Review PE curriculum to include disability sports where appropriate. • Ensure PE activities are adapted where necessary through the use of specialist equipment and levels of adult support. | Annually | All pupils have access to PE and are able to make progress from their differing starting points. |

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| <p>Ensure disabled children can take part equally in whole school events, lunchtime and after school activities.</p> | <ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children. • Discuss with staff and visitors who run extra-curricular clubs to ensure consideration has been given to accessibility for all children. • Make sure additional adult support is available where needed. • Ensure there is a way of getting children with mobility issues/ wheelchairs to tournaments etc when needed. | <p>As required</p> | <p>Disabled children feel able to participate equally in extra-curricular activities.</p> |
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Improving the delivery of information to disabled stakeholders.

| Priorities | Strategies | Timescale Person Responsible | Success Criteria |
|--|---|---------------------------------|--|
| To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. | | | |
| Ensure all staff have specific training on disability issues. | <ul style="list-style-type: none"> Identify training needs at regular meetings. Ensure these needs are met through a planned cycle of training. | On-going | <ul style="list-style-type: none"> Raised confidence of support staff. Needs of disabled children are consistently met. |
| Effective partnerships with parents / carers are formed and utilised. | <ul style="list-style-type: none"> Ensure parents have access to our SEND school offer currently on the school website. Ensure parents meet and can contact the SENDCo at any time to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents. | On-going | <ul style="list-style-type: none"> Parent/school communication is strong Parents confidently contact SENDCo for support and advice. |
| Children with a disability are given regular opportunities to share their opinions on the quality of access and provision. | <ul style="list-style-type: none"> Children are given regular opportunities to share their concerns, their views and their ideas. Adaptations and improvements are made as needed. | On-going | <ul style="list-style-type: none"> Voice of the children is heard and acted upon. |
| Ensure that a range of communication methods are available for all stakeholders to make sure information is accessible. | <ul style="list-style-type: none"> Continue to assess communication methods of children. Where needs are identified, make use of a range of communication methods such as: Large print resources, Braille, Induction loops and Pictorial or symbolic representations liaising with the VI team where necessary. Regularly remind parents / carers of the support and alternative communication methods available if they personally need support – e.g. Sign language interpreter at parents evening appointments. | Annual review and on-going. | <ul style="list-style-type: none"> A range of communication methods are available and used where necessary to ensure that all information is shared effectively with all stakeholders including those with a visual impairment. |

Monitoring arrangements

This document will be reviewed and approved every 3 years by the full governing body but may be reviewed and updated more frequently if necessary.

Links with other documents

This accessibility plan is linked to the following policies and documents:

- SEND policy
- Special educational needs (SEN) information report
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy
- Health and safety policy
- Termly health and safety checks