


Care, Aspire, Achieve

Alexandra Park Primary

Accessibility Plan



October 2023-2026

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Accessibility Plan

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September 2023

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This plan will be reviewed **every year by the SENCO, headteacher and Chair of Governors.**

Definitions of SEND

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’
SEND code of Practice 2014

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ SEND code of Practice 2014.

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions and local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between

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disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014).

- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014).

The Accessibility Plan should be read in conjunction with the following documents:

1. LA admissions policy
2. School Prospectus
3. Equality and Diversity Policy
4. Behaviour Policy
5. Special Educational Needs Policy
6. School SEND Offer

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

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All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'.... 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities and relates to the key aspects of physical environment, curriculum and written information.

PHYSICAL ENVIRONMENT

At Alexandra Park Primary School, we aim to continually review and improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services when needed.

We have liaised with Disability Stockport and they completed a site visit on the February 3rd 2021 and they confirmed we have no access issues that need addressing.

	OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
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	To plan for adaptations to environment for any children with additional physical or sensory needs.	Children with identified needs are successfully integrated as a result of environmental adaptations where needed, and as a result of targeted support and advice	Liaison with feeder nursery and primary, parents and Inclusion officer prior to identified children starting school at Alexandra Park. Liaise with OT, Physiotherapy and other agencies to make adaptations to the environment when needed.	Ongoing when necessary
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CURRICULUM

At Alexandra Park Primary School we aim to increase the extent to which disabled pupils can participate in the school curriculum. 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, 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

	To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010 all policies clearly reflect inclusive practice and procedure	Ongoing SLT & Governors to ensure inclusion is reflected in all policies.	ongoing
	To ensure all pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Evidence that appropriate considerations and reasonable adjustments have been made	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing
	To identify children, parents and members of local community who may need to access information in different formats eg interpreters, signers	School provides for children, parents and local community who may need to access information in different formats	SENCO and SMT of the school to identify parents and children (initially) who may need further support to access information and to liaise with outside agencies to provide this.	When required.

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	To establish and maintain close liaison with parents and ensure collaboration and information sharing between schools and families	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	Ongoing SLT and all staff	ongoing
	To establish and maintain close liaison with outside agencies for pupils with additional needs	Good working relationships and clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	SENCO to continue to develop and maintain relationships with all outside agencies.	ongoing

The following details specific anticipatory ongoing activities aimed to increase accessibility for pupils with SEND to the curriculum and physical environment.

	OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
	To ensure that all staff have a clear understanding of the SEND Code of Practice 2014 e.g. Dyslexia, ASD, ADHD, High Quality Teaching (EEF), Attachment	Training is provided or organised by the SENCO	Staff meetings/ INSET	Ongoing – recorded by the SENCO
	To ensure staff are trained to support pupils with medical conditions e.g. asthma, epilepsy, anaphylaxis, diabetes	Annual training on certain medical condition plus as required in other specific conditions.	Staff meetings	Ongoing- recorded by Medical Needs coordinator
	To ensure appropriate staff are trained in de-escalation and Team Teach	Appropriate Staff are identified and trained every 3 years	INSET	Every 3 years
	To ensure that interventions are regularly monitored reviewed	Interventions are monitored and reviewed. TAs delivering have correct training and support. Outcomes are monitored by SLT.	SLT meetings/ Observations/ Pupil Progress Meetings/ Subject leader and SENCO meetings	Ongoing by SLT and subject leaders alongside SENCO

Monitoring

The performance of individuals continues to be monitored on a half- termly basis through Pupil Progress meetings with the SLT including the SENCO, Class teachers and TAs and SENCO.

Cpoms is used to detail any reported incidents of bullying, discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the necessary people and will be included in the Head teacher's report to governors. The Inclusion Governor also checks this document on at least an annual basis.

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Monitoring and Review

This policy is monitored by the Governing Body and it will be reviewed at least bi-annually.