



'Together We Grow'

Smithdown Primary School Accessibility Plan

Reviewed: September 2023

'Together We Grow'

Our Key Values

Our school motto is 'Together we Grow', through **Courage, Friendship, Equality, Respect and Thoughtfulness**

We ensure that every child has access to a broad, balanced and supportive curriculum. Through this we are able to give our pupils a range of opportunities and experiences to grow and develop academically, physically socially and morally.

Our School Vision

At Smithdown Primary School we aim high. We want every part of our school community- pupils, parents and members of staff to experience success. Smithdown Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

‘Smithdown Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves and their families and their way of life.’

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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:

- (a) he or she has a physical or mental impairment, and
- (b) an 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 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.

Objectives

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the protected characteristics: **age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief (or lack of belief), sex and sexual orientation**. This plan is a working document focusing on the disability section of the Equality Act. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

Smithdown Primary School is committed to providing an environment that enables full curriculum access and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities. We respect a parent and child’s right to

confidentiality.

Smithdown Primary School's Accessibility Plan shows how access is to be maintained and improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan

The Plan contains relevant and timely actions to:-

- ♣ increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life other pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to 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 which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- ♣ 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;
- ♣ improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include 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 timeframe.

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.

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

- ♣ Single Equality Policy
- ♣ Behaviour for Learning Policy
- ♣ Health & Safety Policy
- ♣ School Development Plan / Curriculum Policies

♣ Special Educational Needs Policy / Statement

It may not be possible to undertake all of the Accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be monitored throughout the year as is the School Development Plan.

The Accessibility Plan will be published on the school website.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head teacher and SLT
- Inclusion team
- Caretaker
- Health and Safety Consultant
- LA Support

Academic Years 2023-2026

Smithdown Primary School adheres to Government, Department for Education and Local Authority Guidelines relating to Covid-19. All policies will be continually reviewed throughout the pandemic period and amended accordingly in line with current guidance.

Smithdown Primary School Accessibility plan is detailed on the following pages:

Area A: Improving Physical Access:

<u>Actions</u>	<u>Person/s Responsible</u>	<u>Timescale</u>	<u>Actions and Resources</u>	<u>Success Criteria/Impact</u>
To continue to ensure coordinated development of access to school premises	HT Business Manager Chair of Govs Site manager	ongoing	Half termly meetings Staff and gov time Tony Shipley (School building advisor). Half termly checks site manager	School fully compliant with statutory H&S and Fire Brigade guidelines. Safe access for members of the school community, reducing potential injury
To continue to improve access to playground development for all learners	SLT All staff HLTA's – playtime supervisors	ongoing	Developing the use of play and learning outdoor spaces -Pentagon play for development	Higher quality and purposeful play spaces for all key stages. Improved child focus at break/lunch times and child interest lead. Positive feedback from learners and improve physical health and engagement in outdoor areas
Development of sensory integration spaces around school environment	Head teacher Business Manager Inclusion Manager	May 2024 May 2026	Resource cost CPD cost MPS – build	The “safe” spaces will provide a place for individuals with sensory issues to decompress and confront a variety of sensory issues in a way that will ultimately help them and regulate their emotions.

Area B: Improving Curriculum Access:

<u>Actions</u>	<u>Person/s Responsible</u>	<u>Timescale</u>	<u>Actions and Resources</u>	<u>Success Criteria/Impact</u>
Interventions in place to support optimum learning opportunities for SEND pupils	All staff SLT Inclusion team	Ongoing	Review provision mapping for interventions and year groups. Review interventions and impact on progress	Provision mapping in place to track interventions for pupils with SEND. Year group maps in place to monitor specific area of need EYFS/KS1/KS2
Creation of Language Hub with skilled staff supporting pupils, with EAL focus	Language Team Inclusion team Translator team Pastoral team	Ongoing	EAL pupils on early stages of language acquisition will be assessed using a system that takes the age and stage of learning into consideration. LW and SD to monitor assessment half termly.	EAL children and those identified with language support needs will have been submersed in language acquisition to help them progress from starting point. Children will follow a holistic model in the Language Hub to help them in their daily lives. The use of Wellcomm and MAST will enable children to access the curriculum and understand next steps. Their confidence will develop and grow with their knowledge and understanding of the English language.
Skilled staff supporting pupils from Disadvantaged backgrounds.	All staff SLT Inclusion team Pastoral team	Ongoing	Intervention tailored to support the opportunity for pre-teaching. Children identified and interventions to take place before class learning.	Increased pupil confidence in accessing and attempting work in the classroom. Early identification of need resulting in improved pupil progress.
To continue inclusive classroom practise – including physical adaptations e.g. wobble pillows	HT All staff Inclusion team	on going	Key stage fortnightly meeting Half term review Staff CPD	Reports to SLT of any barriers identified at school level. Clear targets and actions under taken for whole school development. Increased access for all learners. Adaptations such as wobble cushions enable learners to access curriculum and meet needs of children

Area C: Improving the delivery of written information:

<u>Action</u>	<u>Person/s responsible</u>	<u>Timescale</u>	<u>Actions and Resources</u>	<u>Success criteria/ Impact</u>
To continue to develop induction practices to support all new families; support EAL parents with no English	Family Support Inclusion manager HT	on going	Translation tool (DA Languages) Links to outside agencies Crib sheet of questions Application form in different languages	All new children families feel welcomed and safe through early intervention and induction meetings. School understands context around family and what they know in their home language. Families build positive relationship with school and access relevant information. Parents able to communicate with school via media
To establish good whole school practise in the use of visual displays and resources to facilitate learning	All staff Inclusion team	On going	Inclusion manger monitoring time Visual timetables Symbols used in parent handbook	Productive use of visual timetables in all classrooms. Use of difficult backgrounds when necessary. Appropriate key vocab ion displays to support learning. Children understand the chronology of the school day through symbols.
Written material available in different formats	Admin team Family support Worker Inclusion team	On going	Policy documents to be altered on request – fonts, size, backgrounds etc. Parents identified to support school in translating information to non-English speaking families	All families fully aware of school policies and procedures. Parents confident in contacting the school and well-informed of the daily life of the school. Parents navigate the school website successfully and make use of translation tool if required
Website and text service used to share relevant school information	Admin team Family support Worker Inclusion team	ongoing	School guidance and information regularly updated and shared with parents. Reporting tool in place for parents to contact school quickly with relevant information	Efficient and accurate information sharing between home and school. Quick identification of issues related to school and relevant information sent out. Parent confidence in school systems.

