



As the roots spread so the tree grows

ALWYN ACCESSIBILITY PLAN

February 2019 – July 2022

Introduction

S 149 Equality Act 2010 provides a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies. Under the PSED a public authority must, in the exercise of its functions, have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share.

At Alwyn we wish to provide an inclusive curriculum for all pupils and equal opportunities for all and are committed to fulfilling our duties under Schedule 10, s 3 which require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- *“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.”*

We are also committed to fulfilling our duties under Schedule 10, s 3 by providing this accessibility plan. The plan is regularly reviewed and revised where necessary.

Our Accessibility Pan outlines how we promote equality of opportunity for disabled people and our plans for the future. It builds upon our equal opportunities and special educational needs policies and is to be read in conjunction with our General Curriculum policy, Behaviour Management policy, Supporting Children with Special Educational needs policy, Equal Opportunities policy and the Behaviour Management policy.

The school fully complies with its duty to make reasonable adjustments for disabled people. The duty can be summarised as follows:

- where something the school does places a disabled pupil at a disadvantage, compared to other pupils, then reasonable steps will be taken to try and avoid that disadvantage.
- The schools will provide auxiliary aids or services for disabled pupils, where it is reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Definition of Disabled

The Equality Act 2010, s 6, defines a disabled person as someone who has:

“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Our Vision and Values

At Alwyn we believe school should be a place where each child has every opportunity to succeed. Our vision statement is:

Together we build the future

and our Core Values are:

- Do our best
- Respect everyone
- Learn and grow together
- Share, care and value each other
- Look after ourselves
- Take pride in our school
- Celebrate our achievements and successes
- Enjoy challenge
- Have fun!

Involvement of disabled pupils, staff and parents.

At Alwyn we believe it is important to listen to the views of all the children, staff and parents at our school. The following strategies are currently in place to ensure that this happens;

- When applying for a school place and when offered a school place parents/carers are asked to inform the local authority and the school if their child has special educational needs/disability.
- Parents/carers and children are involved in the formulation of a provision grid, if one is required.
- We operate an open door policy, which encourages parents/carers to talk to staff about any concerns they have regarding their child's education, at the earliest opportunity.
- We have regular pupil progress consultations with each parent/carer.
- Alwyn has a school council with representatives from each KS1 class, to allow the children's view on school life to be heard.
- Regular questionnaires are given to children, and sent to all parents/carers regarding all aspects of school life.
- Prospective parent tours.

Information Gathering

At Alwyn we identify children with disabilities from a number of sources;

- admission data from parents/carers
- classroom observation
- referrals from outside agencies

During the recruitment process information is gathered regarding disability, in accordance with RBWM recruitment and selection of staff procedures.

ACTION PLAN:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

ACCESS TO THE CURRICULUM February 2019 – February 2022					
Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Ongoing	<p>Continue to develop staff awareness of children with Special Educational Needs.</p> <p>Provide specialist training for teachers/support staff to support pupils with particular disabilities, when a pupil with a particular disability is admitted.</p>	<p>INSET Training Continuing Professional Development</p>	<p>SEN children make good progress.</p> <p>Confidence demonstrated by staff when teaching and interacting with a child with a disability.</p>	<p>Training costs. Resource and equipment costs.</p>	
Ongoing	<p>All staff continue to have high expectations of all pupils and strive to remove barriers to learning and participation.</p>	<p>INSET Training and purchase of resources, Continuing Professional Development Planning, assessment & tracking Lesson observations Provision grids P Scale tracking Liaison with parents/carers</p>	<p>Children make good progress.</p>	<p>Training costs. Resource and equipment costs.</p>	
Ongoing	<p>Lessons continue to provide opportunities for all pupils to achieve.</p> <p>Staff continue to recognise and plan for additional time and effort needed by some disabled pupils (e.g. lip reading by hearing impaired children/slow writing speed for children with dyslexia)</p> <p>All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p>	<p>Planning Lesson observations Provision grids P Scale tracking Tracking pupil progress</p>	<p>Children make good progress.</p>	<p>Possible TA support</p>	

Ongoing	Continued rigorous analysis of pupil achievement data for those who are on the SEN register or who have a disability. All teachers, and governors, to understand what our assessment data tells us.	Progress of all pupils tracked All appropriate data passed to new teacher at end of school year Staff meetings tracking pupil progress through in-school assessments and DfE data Regular data presentation to governors	Staff gather information/data to accurately track the progress of SEN pupils and pupils with a disability. All teachers understand the assessment process, use it for planning and use it to ensure all pupils are making at least good progress.	N/A	
Ongoing	All reasonable adjustments will be made to ensure children can participate in activities. If, however, there are no viable alternatives or ways of enabling disabled pupils to participate, they will be given alternative experiences.	TA support Planning All staff made aware of specific needs Liaison with parents/carers/outside agencies	Alternative experiences provided. Children enjoy and gain from the alternative experiences.	Resources and equipment purchased when necessary	
Ongoing	School visits continue to be accessible to all pupils regardless of attainment or impairment	Refer to Off-site and Hazardous Activities file Risk assessments made Pre-visit when appropriate Appropriate adult/child ratios Close liaison with parent/carer	All children participate fully in all school visits. Appropriate risk-assessments prepared.	Extra adult support as necessary	
Ongoing	Ensure that disabled pupils participate equally in out of school hours clubs and activities	Ensure all out of school hours clubs are available to all pupils TA support available when necessary Monitor participation	All pupils participate in a range of out of school hours activities.	TA support at the clubs.	
Ongoing	Ensure access to new computer technology/resources is appropriate for all pupils	Computing subject leader to ensure all staff are aware of new software and hardware Computing subject leader to monitor full access and use	Computing subject leader to monitor full access and use of ICT equipment through planning, questioning and observation.	N/A	

		of ICT equipment through planning, questioning and observation.			
Every year	Pupils with a disability are encouraged to visit our school prior to the induction day and as often as is appropriate.	Parents/carers informed of this opportunity and encouraged to take it up	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition. Alwyn staff to meet with members of staff from previous setting, if appropriate.	N/A	
Every year	Our pupils, with a disability, encouraged to visit their next school prior to the induction day and as often as is appropriate.	Parents/carers informed of this opportunity and encouraged to take it up	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition. Headteacher offers to accompany parents/carers with their child.	N/A	

ACCESS TO THE PHYSICAL ENVIRONMENT February 2019 – February 2022

Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Prior to & when a child is admitted	Building modification to take into account the needs of the child when a child with a particular disability is admitted.	Appropriate strategies taken according to the needs of the individual. Parents/carers to be consulted Disabled societies/groups to be consulted.	Child able to move freely and safely around the whole school.	Building and modification costs made when necessary	
Ongoing	The layout of all areas, including classrooms, continues to allow access for all pupils.	As above plus: Corridors kept clear. School kept as tidy as is appropriate. Site controller to monitor areas to ensure they are accessible. Teachers evaluate the use of space and furniture in classrooms and organise to ensure access for all pupils. Pupils encouraged to push their chairs in.	Child able to move freely and safely around the whole school.	N/A	
When a child is admitted and as they move through the school.	Access survey completed when a pupil with a particular disability is admitted and moves to a new classroom to ensure that there are no physical barriers to access for pupils with a range of disabilities. Classrooms optimally organised for disabled pupils. Furniture, equipment and resources selected, adjusted and located appropriately e.g. pegs and sinks at appropriate height.	Consultation with pupil. Regular review of premises with particular children in mind. Observation of pupil around school. Consultation with parents/carers and appropriate agencies. Peers made aware of the child's special needs as appropriate. Research	Child able to move freely and safely around the whole school. Full physical access to the curriculum. All furniture/ equipment and resources are fit for purpose.	Possible purchasing costs	
When necessary	PEP (Personal Evacuation Plan) devised for all children with a physical disability.	Site controller to write Personal Evacuation Plan in	All children with a disability to have a Personal	N/A	

		consultation with teacher and pupil and parents/carers.	Evacuation Plan so all children able to exit school safely in an emergency and practice.		
When relevant	<p>Treat all applicants for employment fairly and do not discriminate against because of any disability.</p> <p><i>No question about an applicant's health can be asked before making a job offer, unless specifically related to intrinsic function of job.</i></p>	Application paperwork and adverts.	Disabled and non-disabled applicants apply for job vacancies.	None additional to existing advertising costs	

ACCESS TO INFORMATION February 2019 – February 2022

Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Ongoing	Staff familiar with technology and practices to assist pupils and parents/carers and visitors with disabilities e.g. positioning when talking to a hearing impaired person.	Appropriate training when necessary	Pupils/parents and carers/visitors feel welcomed and understand everything around them.	Possible supply costs	
Ongoing	All correspondence to continue to be written in plain English and using a clear font.	Clear font used for all correspondence	All correspondence clearly written.	N/A	
At the start of each school year and when children join in year	Identify parents/carers who have disabilities that could affect their interaction with the school.	High level of awareness from all staff. Information shared with other members of staff	School aware of, and able to meet needs of disabled parents/carers.	N/A	
At the start of each school year and when children join in year	Ensure that there are no communications barriers with any member of the school community. All staff to continue to ensure that both in lessons and parent/carer meetings/presentations information is presented in a user-friendly way. for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of interpreters	Good use of ICT Clear speaking during presentations and hand-outs available Lesson planning Observations Pupil interviews SEN monitoring Provision grid reviews TA feedback Parent/carer interviews Parent/carer questionnaires Advice to be taken from professional/voluntary agencies when necessary.	All children and adults understand information presented to them. School aware of, and able to meet, needs of disabled parents.	Payment of any professionals consulted	
Ongoing	Ensure that positive attitudes to disabled people are reflected in the curriculum and ensure the use of positive language when talking and writing about disabled people.	Staff awareness. All inappropriate resources removed and new resources thoroughly checked PSHE planning	Pupils do not exhibit negative views of disability. No instances of	N/A	

			negative terminology found in written or spoken form.		
Ongoing	Continued purchasing of resources to positively represent disability.	Build up of resources for PSHE	Resources available to all staff.	Cost of resources	

Publication

Our Accessibility plan was agreed by the Governing Body on 12th February 2019 and a copy is available upon request. It is on the school website.

Reporting and review

This scheme will be reviewed every three years, and the next review will be February 2022

A report will be provided to the Governing Body, annually in the Summer Term, by the SEN Governor, on the progress being made in all aspects of the plan.

Action Plan 2015 – 2018 Reviewed:

ACCESS TO THE CURRICULUM July 2015 – July 2018					
Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Ongoing	<p>Continue to develop staff awareness of children with Special Educational Needs.</p> <p>Provide specialist training for teachers/support staff to support pupils with particular disabilities when a pupil with a particular disability is admitted.</p>	<p>INSET Training Continuing Professional Development</p>	<p>SEN children make good progress</p> <p>Confidence demonstrated by staff when teaching and interacting with a child with a disability.</p>	<p>Training costs. Resource and equipment costs.</p>	<p>Data analysis demonstrates our SEN children do make good progress, often from low starting points.</p> <p>Lesson observations observe staff confidence when teaching/interacting with children with SEND needs.</p>
Ongoing	<p>All staff continue to have high expectations of all pupils and strive to remove barriers to learning and participation.</p>	<p>INSET Training and purchase of resources, Continuing Professional Development Planning, assessment & tracking Lesson observations IEPs P Scale folders Liaison with parents/carers</p>	<p>Children making good progress.</p>	<p>Training costs. Resource and equipment costs.</p>	<p>Pupil progress meetings confirm staff have high expectations of all pupils. All groups of children make good progress.</p>
Ongoing	<p>Lessons continue to provide opportunities for all pupils to achieve.</p> <p>Staff continue to recognise and plan for additional time and effort needed by some disabled pupils (e.g. lip reading by hearing</p>	<p>Planning Lesson observations IEPs P Scale folders Tracking pupil progress</p>	<p>Children making good progress.</p>	<p>Possible TA/LSA support</p>	<p>Lessons are observed to be good and outstanding, providing ample</p>

	<p>impaired children/slow writing speed for children with dyslexia)</p> <p>All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p>				<p>opportunities for pupils to achieve.</p> <p>Provision grids record additional interventions and the impact of these interventions.</p>
Ongoing	<p>Continued rigorous analysis of pupil achievement data for those who are on the SEN register or who have a disability.</p> <p>All teachers (and governors) to understand what our assessment data tells us.</p>	<p>Progress of all pupils tracked All appropriate data passed to new teacher at end of school year</p> <p>Staff meetings tracking pupil progress through in-school assessments and Raise online data Yearly Data presentation to governors</p>	<p>Staff gather information/data to accurately track the progress of SEN pupils and pupils with a disability.</p> <p>All teachers understand the assessment process, use it for planning and use it to ensure all pupils are making at least good progress.</p>	N/A	<p>Rigorous analysis of data (which is moderated both internally and externally) allows teachers to further identify pupils who require additional interventions to ensure good progress.</p> <p>Teachers and governors demonstrate a good understanding of the data as demonstrated in pupil progress meetings and Governing body meetings.</p>
Ongoing	<p>All reasonable adjustments will be made to ensure children can participate in activities, but there may be no viable alternative or way of enabling disabled pupil to participate. They will be given alternative experiences.</p>	<p>TA and LSA support Planning All staff made aware of specific needs Liaison with parents/carers/outside agencies</p>	<p>Alternative experiences provided. Children enjoy and gain from the alternative experiences.</p>	<p>Resources and equipment purchased when necessary</p>	<p>All pupils have the opportunity to participate in all activities both during the school day and as part of extra-curricular provision.</p>

					Alternative learning lessons are provided to ensure full enjoyment of the curriculum.
Ongoing	School visits continue to be accessible to all pupils regardless of attainment or impairment	Refer to Off-site and Hazardous Activities file Risk assessments made Pre-visit when appropriate Appropriate adult/child ratios Close liaison with parent/carer	All children participate fully in all school visits Appropriate risk-assessments prepared.	Extra adult support as necessary	All pupils participate fully in school visits. Appropriate risk-assessments are written.
Ongoing	Ensure that disabled pupils participate equally in out of school hours clubs and activities	Ensure all out of school hours clubs are available to all pupils TA support available when necessary Monitor participation	All pupils participate in a range of out of school hours activities.	TA support at the clubs.	All pupils participate equally in out of school hours clubs and activities which are suitable for their needs.
Ongoing	Ensure access to new computer technology /resources is appropriate for all pupils	ICT subject leader to ensure all staff are aware of new software and hardware ICT subject leader to monitor full access and use of ICT equipment through planning, questioning and observation.	ICT subject leader to monitor full access and use of ICT equipment through planning, questioning and observation.	N/A	All our computer technology is appropriate for all pupils. ICT subject leader monitors this.
Every year	Pupils with a disability encouraged to visit our school prior to the induction day and as often as is appropriate.	Parents/carers informed of this opportunity and encouraged to take it up.	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition Meet with members of staff from previous setting if appropriate	N/A	All pupils and parents/carers are encouraged to visit our school as often as they feel is appropriate. They are also visited by a member of our staff whilst they are still

					in their previous setting.
Every year	Our pupils with a disability encouraged to visit their next school prior to the induction day and as often as is appropriate.	Parents/carers informed of this opportunity and encouraged to take it up.	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition.	N/A	The parents/carers of our pupils with a disability are encouraged to visit their next school prior to the induction day and as often as is appropriate. They are encouraged to take their children with them. Headteacher offers to attend with them.

ACCESS TO THE PHYSICAL ENVIRONMENT July 2015 – July 2018					
Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Prior to & when a child is admitted	Building modification to take into account the needs of the child when a child with a particular disability is admitted.	Appropriate strategies taken according to the needs of the individual. Parents/carers to be consulted Disabled societies/groups to be consulted.	Child able to move freely and safely around the whole school	Building and modification costs to be made when necessary.	In the past we have made building modifications as appropriate and would do so again as and when necessary.
Ongoing	The layout of all areas, including classrooms, continues to allow access for all pupils.	As above Corridors kept clear. School kept as tidy as is appropriate. Site controller to monitor areas to ensure they are accessible.	Child able to move freely and safely around the whole school	N/A	The layout in all areas around the school is regularly checked to ensure easy and safe access for all pupils.

		Teachers evaluate the use of space and furniture in classrooms and organise to ensure access for all pupils. Pupils encouraged to push their chairs in.			
When a child is admitted and as they move through the school.	<p>Access survey completed when a pupil with a particular disability is admitted and moves to a new classroom to ensure that there are no physical barriers to access for pupils with a range of disabilities</p> <p>Classrooms optimally organised for disabled pupils.</p> <p>Furniture, equipment and resources selected, adjusted and located appropriately e.g. pegs and sinks at appropriate height</p>	<p>Consultation with pupil.</p> <p>Regular review of premises with particular children in mind.</p> <p>Observation of pupil around school.</p> <p>Consultation with parents/carers and appropriate agencies.</p> <p>Peers made aware of the child's special needs as appropriate.</p> <p>Research</p>	<p>Child able to move freely and safely around the whole school.</p> <p>Full physical access to the curriculum.</p> <p>All furniture/ equipment and resources are fit for purpose.</p>	Possible purchasing costs	Any disabled child admitted to the school would have a personalised access survey completed for them.
When necessary	PEP (Personal Evacuation Plan) devised for all children with a physical disability.	Site controller to write Personal Evacuation Plan in consultation with teacher and pupil and parents/carers.	All children with a disability to have a Personal Evacuation Plan so all children able to exit school safely in an emergency and practice.	N/A	PEPs have been written in the past and would be written for all children with a physical disability.
When relevant	Treat all applicants for employment fairly and do not discriminate against because of any disability. <i>No question about an applicant's health can be asked before making a job offer, unless specifically related to intrinsic function of job.</i>	Application paperwork and adverts.	Disabled and non-disabled applicants apply for job vacancies.	None additional to existing advertising costs	All applicants for jobs are treated fairly and not discriminated against.

ACCESS TO INFORMATION July 2014 – July 2018

Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Ongoing	Staff familiar with technology and practices to assist pupils/parents and carers/visitors with disabilities e.g. positioning when talking to a hearing impaired person.	Appropriate training when necessary	Pupils/parents and carers/visitors feel welcomed and understand everything around them.	Possible supply costs	<p>Staff are constantly alert to pupils/parents/carers who may require assistance with technology.</p> <p>Office staff, in particular, assist parents/carers with on-line paperwork.</p> <p>Questionnaires demonstrate pupils and parents/carers feel welcome in the school and understand how the school works.</p> <p>Parent/carers also ask questions confident of a swift and clear response.</p>
Ongoing	All correspondence to continue to be written in plain English and using a clear font	Clear font used for all correspondence	All correspondence clearly written.	N/A	All correspondence is clearly written in plain English.
At the start of each school year and when children join in year	Identify parents who have disabilities that could affect their interaction with the school.	High level of awareness from all staff. Information shared with other members of staff	School aware of, and able to meet needs of disabled parents in relation to their child in school.	N/A	<p>Parents with special needs are identified and appropriate action taken by all members of staff.</p> <p>If additional training was necessary it would be arranged.</p>

At the start of each school year and when children join in year	<p>Ensure that there are no communications barriers with any member of the school community.</p> <p>All staff to continue to ensure that both in lessons and parent/carer meetings/presentations information is presented in a user-friendly way. for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of interpreters</p>	<p>Good use of ICT Clear speaking during presentations and hand-outs available Lesson planning Observations Pupil interviews SEN monitoring IEP reviews TA feedback Parent/carer interviews Parent/carer questionnaires Advice to be taken from professional/voluntary agencies when necessary.</p>	<p>All children and adults understand information presented to them. School aware of, and able to meet, needs of disabled parents in relation to their child in school.</p>	Payment of any professionals consulted	<p>All communications with members of the school community are presented in a user friendly way often with additional handouts.</p> <p>Presentations are also loaded onto the school website.</p> <p>Translators/interpreters are occasionally employed when appropriate/necessary.</p>
Ongoing	Ensure that positive attitudes to disabled people are reflected in the curriculum and ensure the use of positive language when talking and writing about disabled people.	<p>Staff awareness. All inappropriate resources removed and new resources thoroughly checked PSHE planning</p>	<p>Pupils do not exhibit negative views of disability.</p> <p>No instances of negative terminology found in written or spoken form.</p>	N/A	<p>All staff demonstrate positive attitudes towards disabled people.</p> <p>Positive language is used and this is reflected in the attitudes of the pupils.</p>
Ongoing	Continued purchasing of resources to positively represent disability.	Build up of resources for PSHE	Resources available to all staff.	Cost of resources	Resources, particularly books, which positively reflect disability are purchased as and when necessary/appropriate.