



ACCESSIBILITY PLAN

Date adopted: October 2015

History of most recent policy reviews

| Review Date (every 2 years) | Outcome | Who is Responsible? |
|--|---|---------------------------------------|
| July 2015 | Wording amendment T1 | Full Governing Body |
| 11th October 2018 | | Standards |
| 17th January 2022 | Audit reviewed by H&S committee and action plan updated as necessary | Quality of Education Committee |
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Rationale

At Air Balloon Hill Primary School, we believe that 'everyone belongs' and as such we are committed to identifying and removing any barrier to children's learning. This plan outlines how the school aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Aims

This plan aims to:

- Increase the extent to which pupils with disabilities can access the curriculum.
- Improve the physical environment of the school to enable pupils and adults with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils and adults with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

Responsibilities

In addition to the responsibilities of putting in place the aims of this plan, the governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff, and any visitor to the school, to access the workplace.

The plan will be resourced, implemented, reviewed and revised by school leaders in consultation, where appropriate, with:

- Pupils' parents
- The Health & Safety Committee (incl. governor representation)
- External partners/experts

Review

This plan is reviewed every two years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment. As part of the plan's review, the school will undertake an Accessibility Audit which covers those areas identified in the plan's aims.

When conducting the audit, school leaders will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to create the accessibility plan and will address specific gaps and actions that will improve access. All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents.

The actions that will be undertaken following the most recent audit are detailed in the following sections of this document.

Accessibility plan 2022-2024

| Priority Areas | Outcome | Actions | Personnel | Review date |
|--------------------------|--|---|---|--------------------|
| Access to the curriculum | The school enables all pupils to have access to the full curriculum without hinderance. | The school is developing its support for people with hearing impairments. This involves an external assessment of at least one classroom in every year group - <i>and additional school spaces such as the main reception area</i> - that can be adapted to improve the acoustics and enable hearing loops to work. | Lucy Hennessy (SENCO) Adam Lea (Site Manager) | End of July 2024 |
| | The school makes effective use of its teaching assistants when supporting pupils with SEND. | The school is taking part in the 'Delta' project which is a city-wide initiative to improve the use of support staff when supporting children with SEND. | Lucy Hennessy (SENCO) | End of July 2022 |
| | The school involves and support pupils with SEND when participating in discussions and giving presentations. | The SENCO supports staff in reviewing suitable and appropriate ways that children with SEND are able to participate in discussions and presentations. This support is through the introduction of single-page pupil profiles that give information about how a child with SEND likes to be involved with such activities and what adjustments may need to be made in order to make that possible. | Lucy Hennessy (SENCO) Pastoral Leaders | End of Term 4 2022 |
| | Staff are trained to meet the needs of all pupils. | The SENCO is putting in place additional support and training to support staff in meeting the needs of all pupils. This is in the form of creating Ordinarily Available Provision (OAP) maps that are updated tri-annually and identify appropriate provision and strategies that will support children with SEND access their learning. Where necessary, training is identified and delivered. | Lucy Hennessy (SENCO) | End of July 2022 |
| | The school seeks feedback about accessibility from pupils, parents and staff. | The SENCO will put in place opportunities for parents of children with SEND to provide feedback to the school related to access to the curriculum, site and information. | Lucy Hennessy (SENCO) | End of July 2022 |
| Access to the Site | The school ensure all visitors, staff members and pupils have equal access to all areas within the school premises. | The main staff room is inaccessible for wheelchair users. The EYFS/KS1 staff room is accessible, however. Any meetings can take place virtually using tech. Site team could look at accessibility from the external entrance. | Adam Lea (Site Manager) | End of July 2022 |
| | The school has appropriate signage so that people with disabilities, language impairments, EAL or other accessibility needs can safely access and navigate the site. | Appropriate signs to be created and installed around the school for people with disabilities, language impairments or EAL to support access to the site. The SENCO and data manager to identify common languages to include in signage. | Lucy Hennessy (SENCO) Adam Lea (Site Manager) Sally King (Data Manager) | Sep-22 |
| | The school has ensured that doors can be used at both seating and standing height. | Site Manager to audit access to doors throughout the school and make recommendations to the H&S committee. | Adam Lea (Site Manager) | Sep-22 |
| | The schools uses its lighting to help those with visual impairments or visual sensitivities. | The SENCO to review suitability of lighting to support any child with visual impairments or visual sensitivities and report to site manager. Site manager to report lighting options to H&S committee. | Lucy Hennessy (SENCO) Adam Lea (Site Manager) | Sep-22 |

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| | The school uses induction loops and couplers in its corridors, assembly halls and telephones. | The school is developing its support for children with hearing impairments. This involves an assessment of at least one classroom in every year group - and additional school spaces - that can be adapted to improve the acoustics and enable hearing loops to work. | Lucy Hennessy (SENCO) Adam Lea (Site Manager) | End of July 2023 |
| | The school has ensured staff are trained to respond to the emergency call system. | Information included in staff briefing and added to staff handbook. | Tim Browse (Head) | Sep-22 |
| | Staff ensure those with visual impairments have access to information on display boards. | The school SENCO to audit displayed boards based on SEND profile and support staff in making sure all information is accessible. | Lucy Hennessy (SENCO) | Sep-22 |
| | If there are lockers, the school has ensured staff with disabilities have suitable access to them. | School Business Manager to review access to staff lockers based on needs of staff who use them. | Rachel Bowyer (SBM) | Apr-22 |
| | The school has arrangements in place for those with disabilities when evacuating from upper floors including the effectiveness of its evacuation and lockdown strategies for people with disabilities. | The school SENCO, Head and Site Manager to carry out annual reviews of access and egress routes of upper floors to identify adjustments necessary for any individual within a cohort. | Lucy Hennessy (SENCO) Tim Browse (Head) Adam Lea (Site Manager) | Jul-22 |
| Access to information | The school arranges for audio versions of information. | The School Business Manager and Data Manager to review the school website to identify strategies for supporting audio versions of information. | Rachel Bowyer (SBM) Sally King (Data Manager) | End of July 2022 |
| | The school has ensured its buildings are equipped with hearing assistance. | The school is developing its support for children with hearing impairments. This involves an assessment of at least one classroom in every year group - and additional school spaces - that can be adapted to improve the acoustics and enable hearing loops to work. | Lucy Hennessy (SENCO) Adam Lea (Site Manager) | End of July 2024 |

Adopted: Tim Browse (Headteacher)

Date: 10th January 2022

Adopted: Nikki Jackson (H&S Governor)

Date: 10th January 2022

This policy will be reviewed every 2 years

Date for review: January 2024