Humber Education Trust

Neasden Primary School

Accessibility Plan

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

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Approved by:
Local Governing Body

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Policy Statement

1.1 The Equality Act 2010 requires Humber Education Trust ("the Trust") to publish an Accessibility plan in respect of Neasden Primary School. The plan must cover the Trust's actions to improve accessibility in 3 key areas:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment to increase access to education and associated services at the academies for disabled pupils; and
- improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients.

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

3 Accessibility Plans

The template strategic accessibility plan for Neasden Primary School is set out in Annex A. Each academy is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the individual academy's website.

Annex A

Access to the physical environment:			
Targets	**Strategies**	**Timescale and Responsibility**	**Success criteria**
School is aware of the access needs of disabled children, staff and parents/carers and other stakeholders.	• Continue to complete and review Access and Educational Health Care Plans, Medical Care Plans and Pupil Passports for individual disabled children as needed. • Continue to undertake informal discussion with new staff and governors to ascertain access needs and make sure they are met in meetings etc. • Ensure suitable access to all areas of the school for all stakeholders.	Ongoing KG VS/ST ST	• Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs, (including fire plans etc) • Access needs met for all staff, governors and stakeholders open discussions in meetings, (including fire plans etc). • Parents and pupils able to access fully all school activities. • Access issues not influencing recruitment and retention decisions.
Maintain toilet facilities for adults and children with disabilities	• Ensure disabled toilets and hygiene room are in good working order. • Ensure shower is in working order maintained as per recommendations.	Ongoing AJ/ST When needed ST	• Disabled toilet facilities continue to meet Health and Safety Regulations and other relevant guidance criteria.
Ensure that all disabled pupils can be safely evacuated	• Review Personal Emergency Evacuation Plans for all children • Continue to ensure all staff are aware of their responsibilities re: evacuation. • Continue to maintain alarm system. • Maintain evacuation chairs for disabled pupils	When needed Class teacher Weekly ST Annually ST	• All disabled children and staff working with them are safe and confident in event of fire.
Ensure disabled pupils, staff and visitors can access the upstairs area	• Ensure the lift is in working order and maintained as per recommendations.	Annually and as required ST	• All disabled children, staff and visitors can access upstairs areas of the school.

Access to the curriculum:			
Targets	**Strategies**	**Timescale and Responsibility**	**Success criteria**
Increase confidence of staff in supporting all children with the curriculum	Assign INSET sessions to training needs identified e.g. inclusion, ASD awareness, etc	Termly KD/KG	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure ASAs have access to specific training on disability issues	Continue to identify and address ASA training needs via CPD audit. ASAs to access relevant courses each year - implement timetable for year ahead.	Annually/as needs arise KG	ASAs support pupils with disabilities to ensure they have access to all aspects of the curriculum and plan closely with teachers.
Ensure all staff are aware of disabled children's curriculum access	Review individual access plans regularly for disabled children. Share plans with members of staff who are involved in teaching and supporting disabled children. Provide training for staff according to child's need.	Annually KG	All staff aware of individual pupils' access needs and Health Care Plans. Planning and assessments identify disabled pupils are accessing the curriculum successfully. Relevant staff informed about disabled children's access to the curriculum.
Ensure all relevant staff are aware of, and able to use, SEN software and resources	Continue to run individual training sessions on use of SEN Software	Ongoing KG	Wider use of SEN resources in classes.
Ensure all school trips are accessible to all	Use Evolve Guidance for staff on making trips accessible - seek advice from Inclusion Team when applicable.	Ongoing All staff/staff who are visit leaders	All children in school able to access all school trips and take part in range of activities.
Ensure PE curriculum is accessible to all	Continue to be updated with new information in accessible PE and Disability Sports Continue to review apparatus regularly	Annually RH/KD	All children able to access PE and disabled children more able to excel in sports.
Develop consistent approach to adaptation and alternative recording in school	Inset sessions to share good practise Individual pupil running records to detail appropriate alternative recording for pupils Seek advice from IPASS for appropriate strategies for individual pupils	Ongoing KG	All staff include key elements of good practice re planning and assessment for children with disabilities.
Ensure disabled children participate equally in after school and lunch time activities	Regular survey of registers identify participation in clubs at lunch and after school of disabled children.	Termly KD	Disabled children have equal opportunities to participate in out of school activities.
Continue to ensure all staff have undertaken/ updated disability equality training	Continue to review training for all staff on disability equality Ensure new staff access relevant CPD courses.	Termly KD/CT	All staff work from a disability equality perspective.

Access to information:			
Targets	**Strategies**	**Timescale and Responsibility**	**Success criteria**
To continue to monitor information sent to parents/ carers to ensure it is accessible	Review access to website to ensure parents know about access needs to written information. Ensure all standard letters home/emails are clear and in simple language Produce all written information in alternative formats to ensure parents can read on request.	Ongoing (as needed) KD	All parents receive information in format that they can access e.g. tape, large print, Braille.
Ensure all staff are aware of guidance on accessible formats of information	Continue to review and update policies re good practice in accessible formats	Annually KD	Information produced in various formats. Speed and range of access to parents increased.
Discussion includes access to information in all annual reviews	Continue to discuss with parents /carers and children about access to information and preferred formats in all reviews when required. Develop strategies, Passports and EHCPs to meet needs Continue to develop informal systems of communication to support any academic difficulties through close links with families.	Annually at each Annual Review KG	Bespoke formats of information produced for individual parents/carers. Families feel confident and well supported when communicating with school and accessing information.
Develop smooth transition of all information regarding pupils with disabilities	Continue to follow School procedures for transferring information from one class teacher to another Follow relevant procedure for transferring information to Secondary School Continue to follow required procedure for transferring information from one school to another if a child moves school Ensure CPOMS records have been transferred to new settings	July annually All teachers Y6 staff SEND team	Information regarding pupils is communicated between teachers Information regarding pupils is communicated appropriately between schools