

# ARDEN PRIMARY SCHOOL



## Accessibility Plan

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**2014-2017**

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# Statement of intent

## Statement of Intent

This plan outlines the proposals of the governing body of Arden Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment in the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

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**Signed by**

**N.Haddock**

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**C.Gordon**  
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**Headteacher**

**Chair of Governors**

**Date: 25.2.15**

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**Date: 25.2.15**  
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**Next review date: April 2016**  
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## Planning Duty 1

Aim 1 - 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 the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

	Target	Strategies	Timescale	Responsibilities	Success criteria
<b>Short term</b>	To liaise with local Nursery providers to review potential intake for September annually	To identify who may need additional support or a different form of provision for the September intake	Sept2014/15 2015/16 annually	HT EYFS Lead	Procedures/equipment/ideas in place by Sept to support needs (where prior information has been shared)
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	2013/14 Ongoing	HT	All subject leaders All policies clearly reflect inclusive practice and procedure
	To establish close liaison with outside agencies for pupils with ongoing health needs. eg Children with severe asthma, epilepsy, diabetes, heart conditions or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative multi-agency working approach to support pupils' needs

	To ensure full access to the curriculum for all children	<p>EYFS Outside Play visits, EYFS specialist advisory teachers; CPD for staff and: A differentiated curriculum with alternatives offered The use of p levels to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from Occupational Therapy</p>	Ongoing	<p>Teachers  Inclusion Lead Ed Pysch BSS teacher BSS mentors</p>	<p>Advice taken and strategies evident in classroom practice  ASD children supported and accessing curriculum</p>
	All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible Ensure each venue is vetted for appropriateness Liaise with parents</p>	As required	<p>HT EVC Lead</p>	All pupils in school able to access all educational visits and take part in a range of activities
<b>Medium term</b>	To review attainment and progress of all SEND pupils	<p>Inclusion Meetings, Pupil Progress Meetings (x1/term) Scrutiny of assessment system Regular liaison with parents (x3/year)</p>	Termly	<p>Class teachers Inclusion Lead</p>	Progress made towards IEP targets, IBP targets and provision mapping shows clear steps and progress made
	To monitor attainment of Able and Talented pupils	<p>Update Policy A&amp;T meetings held x2 yearly A&amp;T enrichment and Booster</p>	<p>Ongoing Termly Intervention and</p>	<p>A&amp;T Lead Class teachers</p>	<p>A&amp;T children make proportionate progress.  Achieving above average results</p>

		groups/activities Monitor A&T list	evaluations		
	To promote the involvement of disabled students in classroom discussions/activities	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <p>Wheelchair access</p> <p>Screen magnifier software for the visually impaired</p> <p>Features such as sticky keys and filter keys to aid disabled users to use a keyboard</p> <p>Language Links training for relevant staff</p> <p>Giving alternatives to enable disabled pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</p> <p>Visitors to school –workshops and assemblies</p> <p>Staff cpd</p>	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.
<b>Long term</b>	To evaluate and review the above short and medium term targets annually and report to Governors	<p>See above</p> <p>Resources and Curriculum Governors</p>	<p>Annual review</p> <p>Inclusion Lead/SEND Governor meetings- X2 yearly</p>	<p>Inclusion Lead</p> <p>SLT/SEND Governor</p>	<p>All children making good progress</p> <p>Governors fully informed about SEND provision and progress</p>

## Planning Duty 2

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Arden Primary is continuing to grow and develop- the PAN will increase in September 2015 from 60 to 90. In the near future we will be able to expand the school and improve its facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's development planning process is the vehicle for considering such needs on an annual basis. All DDA requirements have been considered during the planning and build process for the new school.

	Target	Strategies	Timescale	Responsibilities	Success criteria
<b>Short term</b>	Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, loop system for the hearing impaired and more accessible facilities and fittings.	Ongoing New build due for completion – Nov'15 Grounds – April'16	SLT	Enabling needs to be met where possible  New build – plans allow improved access to all areas of the school
	Ensure visually stimulating environment for all children	Colourful lively displays in classrooms, role play and shared areas of school are inviting.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved	Create access plans for individual disabled children as part of IEP process  Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.  Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible

	To ensure that all the medical needs of all pupils are met fully within the capacity of the school	To conduct parent interviews, liaise with external agencies, identifying staff training needs and establish individual protocols where needed	With immediate effect to be constantly reviewed	Headteacher SBM Occupational Health School Nurse	Pupil's medical needs are met
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off and collect children  Arrange interpreters if required from RNID to communicate with deaf parents  Offer a telephone call to explain letters home for some parents who need this  Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b>Medium term</b>	To improve community links	School to continue to have strong links with schools within the Stockport and the wider community  Planned programme of visitors  LPPA Award – action plan	Ongoing	SLT PSHE Lead All staff	Improved awareness of disabilities/the wider community and the world and their needs  Improved community links
<b>Long term</b>	Continue to develop the playground, school grounds and facilities	Look for funding opportunities  Plans to be developed following the completion of the new build and complete handover of site and grounds (Apr'16)	Ongoing, temp delay due to new build  (Completion April'16)	Whole school approach	Inclusive child-friendly play areas
	All future plans for future development of the building take DDA issues in to account.	Work with Carillion architects when discussing the new build.	Nov'13- Nov'15	HT SBM Site Manager	Where it can be reasonably achieved, the school building continues to be accessible for all.  Improved links between the KS1 building and the new school.
	To ensure driveways and paths around school are as safe as possible	Communication with pupils and parents via safety messages/letters/walk to school week	Ongoing	PSHE Lead Environment Lead	No accidents  Improved access to all areas of school

		H&S walks Bikeability for Y5&6 Travel Plan Operation Eagle Eye+		SLT Site Manager	from the three school entrances
	To maintain accreditation of Enhanced Healthy Schools Award	Continue to work towards Healthy Schools and Eco targets	2014 - ongoing	PSHE Lead Whole school approach	Achievement of Enhanced Healthy Schools awards

## Planning Duty 3

Aim 3: To improve the delivery of information to disabled pupils and parents.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. This may also include providing parents and children with information in other languages.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school ICT infrastructure will enable us to access a range of materials supportive to need.

	Target	Strategies	Timescale	Responsibilities	Success criteria
<b>Short term</b>	To ensure all ASD pupils have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access the curriculum
	To enable improved access to written information for pupils, parents and visitors	Investigate software to support learners with reading difficulties Raising awareness of font size and page layouts will support pupils with visual impairments Auditing the school library to ensure availability of large font and easy read texts where appropriate Audit signage around school to ensure accessible to all	Ongoing- April'16	NH SBM Site Manager	Access to written information is improved Improved signage around the school site and within the building

<b>Medium term</b>	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children</p> <p>Records passed up to each class teacher at transition meetings in July</p> <p>Annual reviews</p> <p>Inclusion meetings</p> <p>Medical forms updated annually for all children</p> <p>Personal Health Plans</p> <p>Significant health problems – children's photos displayed on staffroom noticeboard/info kept in separate file in staffroom</p>	Annually	<p>Class teachers</p> <p>Outside agencies</p> <p>SLT</p> <p>Office Staff</p>	Each teacher/staff member aware of disabilities of children in their classes
<b>Long term</b>	In school record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	<p>Assessment Lead</p> <p>SLT</p>	Effective communication of information about disabilities throughout school
	Parents/visitors with hearing impairment	Loop System for the hearing impaired in the new school entrance and main hall	New build – April'16	<p>NH</p> <p>SBM</p>	Two way communication in place

# Arden Primary School



## Accessibility Plan

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**Adopted**

**26/02/2015**

Signed by

N.Haddock

C.Gordon

**Headteacher**

**Chair of Governors**

Date: 26.02.15

Date: 26.02.15

Next review date: April 2016