

PALFREY INFANT SCHOOL

ACCESSIBILITY PLAN

April 2021 – April 2024

Introduction

At Palfrey Infant School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

This plan sets out the proposals of the Governing Body, in consultation with stakeholders, to ensure equal access to education for all pupils. Through the provision of a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of actions showing how the school will address the priorities identified in the plan.

Vision and Values

Palfrey Infant School is an inclusive school. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra curricular activities and the full life of the school. We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential.

We recognise the individual needs of all pupils and endeavour to maximise their potential, all adults in the school community share these responsibilities. As many barriers to learning as possible for all pupils are tackled. Where pupils have additional needs staff have undertaken specialist training (e.g. Speech & Language Screening, Being Communication Friendly) and/or specialist advice has been taken.

Specialist learning resources are bought and environmental changes undertaken where appropriate providing workstations at which pupils with specific needs can work . The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all its pupils. This, in turn, helps pupils to realise their potential.

We have a clear behaviour policy that all staff and governors were consulted on and participated in developing. A system of rewards and certificates is in place to celebrate good work and good behaviour both in class and at lunchtime. A celebration assembly is held each week to reward and celebrate good work and good behaviour. Parents are kept informed of pupil behaviour.

School Context

Palfrey Infant School is a three form entry primary school in Walsall LA. There are approximately 350 pupils on roll, including Nursery aged pupils.

There are four year groups based on an admission number of 90. The majority of pupils come from the immediate area of Palfrey and in a few cases the wider surrounding area.

We currently have 8 pupils with Educational Health Care Plans. There are 35 pupils at School Based Support stage of the Code of Practice and 16 at the Early Response stage.

The SENCO has responsibility for maintaining and updating the Special Needs Register. Regular meetings are held in conjunction with the school's Educational Psychologist Service, Speech & Language Therapist and SEND Consultant to discuss pupils on the register.

Pupils with an identified Special Education Need follow an Individual Education Plan (IEP) which is written in partnership with the pupils and parents/carers as part of a Plan, Do, Review cycle.

Pupils who have a medical need have a care plan in place which is shared with all relevant staff members.

Assessment Procedures. Anyone with additional needs can, dependent on individual needs, use a laptop, have an amanuensis, a reader, a transcription, extra time, rest breaks, work in a separate room etc.

Medication. A number of pupils require medication in the form of inhalers. These are kept securely in individual medical bags in each classroom and move around the school with the named pupil during the course of the day.

Temporary medication may be administered under strict protocol (please see medicines in school policy). Pupils who have specific medical needs are made known to all members of staff including First Aiders.

Bullying. We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter and have a clear anti-bullying policy (contained within behavioural policy) which was written in consultation with pupils and a working party containing staff, parents and other community members.

Our school has a gender split of 181 Females - 166 Males, and compared to National Data, Palfrey Infant School has:

- A lower percentage of SEND pupils - School (13.3%) National (14.6%)
- A higher percentage of EAL pupils - School (93.9%) National (21.3%)
- A high level of ethnic diversity and higher percentage of ethnic minority pupils (98%)

Child Protection/Safeguarding. Child protection arrangements are in place and reviewed annually by Governors and staff. School procedures are regularly updated and reviewed. The Head teacher is the designated member of staff for child protection.

Pastoral Care We are a large school with a high adult to child ratio. All staff know pupils very well.

Health and Safety. The school has regular health and safety checks by staff representatives and a governor. The Health & Safety Team meets regularly to monitor the situation. All staff are aware of the need to report issues of health and safety immediately using the 'green card system' or more urgent issues directly to the H&S Team. The school is equipped with a disabled toilet and all entrances to school are suitable for wheelchair access.

Curriculum Access

This part of the duty has the greatest implications and will constitute the main body of the plan. The plan aims to further develop a broad and inclusive view of the curriculum, extending beyond the classroom to all areas of the school life. It will emphasise development at all levels of the school organisation, planning and provision:

- Teaching and learning
- Clubs and after school activities
- Leisure, sport and cultural activities
- Visits and journeys
- Information and services provide by the school

As part of the whole school professional development, lessons and staff are observed and supported by the head teacher and Senior Leadership Team (SLT) to ensure all pupils have full access to the curriculum. Advice from a variety of external agencies has also been taken into account. The SLT ensures all staff within the school have Inset and guidance on new policies, government initiatives, pupil needs etc.

Views of those consulted during the development of the plan

Our annual pupil and parent questionnaire gathers information about standards, ethos and provision for all pupils at school. Parents and pupils are asked to comment about any aspects of school life that could be improved to better serve their children. Pupils are regularly consulted through the School Council.

Increasing the extent to which SEND pupils can participate in the curriculum

The School Development Plan (SDP) sets out priorities for improving the school curriculum to give a wide range of choices for pupils for improving the quality of teaching and learning with particular focus on the implementation of the learning challenge curriculum and for improving the children's involvement in their work, therefore a number of targets in the accessibility plan link directly to the SDP.

The school works hard to ensure that pupils with SEND participate fully in all aspects of school life. Pupils with SEND attend all schools trips, reasonable adjustments are made if necessary to any clubs or after school activities as appropriate.

Risk assessments are carried out and additional staff plus resources are provided as necessary.

CURRICULUM ACCESS						
TARGET	STRATEGY	OUTCOME	TIME SCALE	KEY PERSONNEL	SUCCESS CRITERIA	IMPACT
Ensure all pupils have the resources they need to fully participate, progress and achieve	Audit of pupil needs	Pupil needs identified and resources allocated eg. Individual timetables, talking buttons etc.	Ongoing at least termly	HT all teachers and TA's	All pupils participate and have opportunities to be independent	
Ensure all pupils have access to appropriate provision and are supported during periods of remote learning	Identification of appropriate resources	A school wide approach to remote learning and adapting teaching practice	Ongoing From Summer 2021	SENCO + all teaching staff	All pupils participate and have opportunities to be independent.	
Teaching areas are organised to promote the participation and independence of all pupils	Review of and outlay on materials and resources to ensure accessibility to all according to individual need	A school wide approach to providing accessible environments	Ongoing At least annually from Summer 2021	HT / SLT	All pupils able to participate and access resources independently	

CURRICULUM ACCESS

TARGET	STRATEGY	OUTCOME	TIME SCALE	KEY PERSONNEL	SUCCESS CRITERIA	IMPACT
Develop structured induction process for all new staff	New staff work with SENCO and specialists eg SALT, EP, SEN Consultant. Induction booklet Skills audit	Staff secure in their teaching, working and in identifying barriers to learning CPD areas identified	Ongoing from Summer 2021	SENCO	Staff well equipped to deal with individual needs and promote quality inclusion and equal opportunity	
Identification of training needs to ensure different aspects of SEND are provided for and support the changing needs of the school population and new admissions.	Pupil's needs identified and skills analysis updated. Training opportunities sought to best support pupils	Staff trained and confident in supporting children to access and include pupils with varying needs within the classroom,	Ongoing process as needs of pupils change.	HT/SENCO SLT	All staff confident and competent in supporting pupils in accessing the curriculum effectively.	
To ensure access arrangements are applied for and the support provided for children taking tests	Check ARA for cohorts and ensure that appropriate steps are taken to identify and apply for access arrangements	All pupils needs met and any barriers to achieving potential removed	Summer 2021 ongoing annually in preparation for KS assess. and phonic tests	HT/SENCO SLT	Pupils appropriately supported in accessing tests/assessments so that potential is maximised	

EQUALITY AND INCLUSION

TARGET	STRATEGY	OUTCOME	TIME SCALE	KEY PERSONNEL	SUCCESS CRITERIA	IMPACT
Review the following: Accessibility Plan SEND Policy SEND Info. Report Behaviour, Discipline & Anti-Bullying Policy Child Protection Policy Equalities & Inclusion Policy	All policies reviewed and amended as necessary to reflect legislation and practice	All reviewed policies/plans available in school and on website	Annually as required by individual policies and plans	AW SLT+ all staff	A fully inclusive school where all stakeholders have access to policies All subject specific policies will take account SEND	

Improving the delivery of information to all including those with SEND.

Information for pupils with additional needs and information access for parents is delivered in various formats dependant on the need of the pupils and parents/carers:

- Orally / Differentiation of work / in various formats - worksheets, notices etc.
- On the school website / By text

Identifying the appropriate format depends on the pupil's needs, curriculum level and content. Class teachers work with Teaching Assistants and external agencies to help determine the most appropriate format to be used.

INFORMATION ACCESS						
TARGET	STRATEGY	OUTCOME	TIME SCALE	KEY PERSONNEL	SUCCESS CRITERIA	IMPACT
Schools brochures, newsletters and other information and material available to parents / carers in alternative formats	Review current publications and determine how these might be adapted for the parent/carer needs	School is able to provide alternative formats as required to meet individual needs	Ongoing as and when required to meet the needs of stakeholders	HT/DHT	All parents/carers have access to materials in a format suitable to meet their individual needs	
To consider the readability of all letters and publications that are sent to parents / carers	Use of readability tool in Microsoft Word to gain an appropriate reading level for correspondence	Correspondence made more accessible to parents/carers.	Ongoing - as and when required to meet the needs of stakeholders	HT/SLT Admin Staff	Correspondence made more accessible to parents/carers.	
Develop the use of symbols around school	Areas to have sign/ symbol / photograph to communicate inform / label areas etc	All information provided with visual support to the printed word to support accessibility	Summer 2021 Ongoing	SENCO	Greater accessibility for all pupils, staff and visitors to the school environment	

Improving the physical environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services.

PHYSICAL ACCESS						
TARGET	STRATEGY	OUTCOME	TIME SCALE	KEY PERSONNEL	SUCCESS CRITERIA	IMPACT
Ensure the Rainbow room meets the needs of our pupils (pupil needs change & changing population of school)	Evaluate the use of our Rainbow room.	Pupil's needs are fully supported and enriched by using the multi-sensory equipment.	Reviewed annually from Summer 2021 Ongoing	SENCo + SLT SEND Gov.	Environment is enhanced & enriched by quality opportunities to extend changing population within school	
Ensure that children have equal access and use of the outdoor environment	Evaluate the use of our outdoor environment: • Playgrounds including play equipment • Forest School	Questionnaires focus group with children to find out ways in which we can support their enjoyment and participation in the outdoor learning environment.	Reviewed termly from Summer 2021 Ongoing	SENCo + All staff	All pupils to participate and have opportunities to be involved in outdoor activities to enrich learning and social emotional wellbeing.	
Improve access and increase participation in Forest School	Outdoor Pod - fitted with ramps and wheelchair accessible doors	Improved access for disabled pupils and visitors	October 2021	HT/SLT	A fully inclusive forest school where all stakeholders have independent access	
Improve access and increase participation in Forest School	Pathways constructed using wheelchair accessible materials	Improved access for disabled pupils and visitors	October 2021	HT/SLT	A fully inclusive forest school where all stakeholders have independent access	
Improve access and increase school security	School entrance gates replaced with electrically controlled gates.	Improved access for disabled visitors, and increased security for all.	September 2022	HT	A fully inclusive school where all stakeholders have independent access to school	

Management, Co-ordination and Implementation

The *Governors, Headteacher, staff and parents* are aware of and have input into, the school's accessibility plan.

The plan is revised on a regular basis, taking into account the needs of those pupils attending (or going to attend) the school.

This will be carried out by the *Headteacher*, with input from the *governors, staff, pupils and parents*.

The evidence used to aid the development of this plan:

- SEND needs of pupils on roll.
- Effectiveness of the support for pupils.
- Type of differentiation for pupils.
- IEP and EHCP reviews.
- External agency reports and input.
- Government and LA policies and initiatives.
- Feedback from parent consultations and questionnaires.

The *Governors and staff* of the school are fully aware of and kept updated of SEN legislation e.g. DDA and ECM.

Policies within the school which link with and take account of this plan are the *Health and Safety Policy* and the *School Development Plan*.

The school has close contact with many external agencies:

- Educational Psychology Service
- Cadmus Inclusive Support Service
- Speech & Language Therapy
- North Star Inclusion Advisory Team
- Child Development Centre (CDC)
- School Nursing Team
- Outreach (Lindens Primary School)

Accessing the School's Accessibility Plan

This plan is available on the school website or in hard copy on request from the school.

If you require this information in an alternative format, please let us know so that we can arrange for this.

Approved by the Governing Body

Signed:

Date: 28 April 2021