



St Helen Auckland Community Primary School
Accessibility Plan
2022 - 2026

Objectives

Our school has high ambitions for pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life.

Our school also intends to increase accessibility for staff and members of the public with disabilities.

Pupil data

As part of our anticipatory duty, we will attempt to identify potential pupils with disabilities who will attend the school.

We will do this by contacting the feeder nurseries and the SEND and Inclusion Department, County Hall

Consultation Group

To ensure that we take into consideration a wide range of views regarding accessibility issues in the school we intend to form a planning group that will consist of:

Head teacher
Deputy head teacher
Chair of Governors
SENCO

If our circumstances change, we will consider appointing other relevant members to (ie. parent of disabled pupil etc)

Section 2

The Main Priorities in the School's Plan

In compiling its Accessibility Plan the school will utilise the support package provided on the school's extranet. These resources will be used in conjunction with the database of software that highlights issues relating to all three areas from the planning duties:

Increasing access to the curriculum
Improving the physical environment
Providing information in different formats

Using the curriculum section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

Again, using the information section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

We will also use the additional information section within the database to cover any issues that are not detailed within the audit, curriculum and information sections. We will develop and implement an evacuation of disabled people plan to use the guidance and instructions from British Standards (BS 558-12:2004).

Management

The Head teacher / SENCo will co-ordinate the gathering and input of information into the database. This will be an on-going process. The planning group will meet in the Autumn Term to provide updates on the progress and implementation of the plan. As an agenda item of their termly Governing Body meetings. Governors will begin to understand that it is their key responsibility to have a current school's access plan in place and identify priorities within their responsibilities. Governors will be kept up-to-date and will monitor and evaluate any changes against the plan on a termly basis.

The school will review and revise its plan on an annual basis or more regularly if issues arise, following the planning group meeting. As an agenda item of termly staff meetings we will be able to offer/provide staff development and training to ensure that all staff are aware of the DDA duties as they apply to the school and also to secure the commitment of staff to removing barriers and increasing access and identify any specific training needs. The Accessibility Plan will be embedded in the School's Improvement Plan, SEN Plan, Staff Development

Programme and Curriculum Planning Programme. Minutes relating to this item will be circulated to Governors to enable them to carry out their evaluation and monitoring role.

Aspects of DDA will be highlighted to the pupils, during SEAL and PHSCE and once a year pupils will be asked to complete a survey on their views on whether they think that the school has become more accessible to all. The results of this survey will be feedback to the Governors to enable them to carry out their evaluation and monitoring role.

Once estimates of costs are received any relevant works these will be considered by the Finance and Premises Committee and reported to the full Governing Body meeting. Governors will then determine the priority and source of appropriate finance.

Circulation

The school's Accessibility Plan is available in school. Any interested parties should contact the Head teacher in the first instance to view the plan. The plan will be available in an easy-to-read paper format. This information will be communicated via the school website under 'Policies' and any interested parties who should request a copy. Any comments will be fed back to Governors to enable them to carry out their evaluation and monitoring role. The indication and expected outcomes/performance criteria and timescales are all highlighted within the plan and this will be reported back to parents as part of the consultation process.

Policy agreed by Governing Body

September 2022

Policy to be reviewed September 2026

St Helen Auckland Primary School
Accessibility Action Plan 2022 - 2025
(in line with the 2010 Equality Act – see Accessibility Policy)

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.

Short Term:

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Sept 22 (and throughout the year for Early years and 2 yr provision)	To identify pupils who may need additional to or different from provision for Sept 22 Intake	Spring 2022 in preparation for Autumn 2022	HT EYFS Manager SENDCO	Procedures/resources/ ideas set in place by Sept 2020
To establish close liaison with parents & carers	To ensure positive collaboration and information sharing between school and families. Provide a range of opportunities to encourage parents / carers to build good relations with school staff (ie. Family Learning, drop-in sessions etc.	Ongoing throughout 2022/23	HT All Teachers & TA's	Clear collaborative working approach Strong relationships based on trust established with families and carers
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2022/23	HT TAs Outside agencies SEND team at LA	Clear collaborative working approach

To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> A differentiated curriculum with alternatives offered. 	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum
	<ul style="list-style-type: none"> Multimedia activities to support curriculum areas where appropriate 			

Medium Term:

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/ carers	Termly	Class teachers SENCO	Progress made towards Support Plan targets Provision mapping clear and detailed Pupil progress reviews- clear steps and progress made
To monitor attainment of A, G & T pupils	Policy and Able G&T records to be updated Able G&T booster groups/activities Monitor Able G&T list	Termly	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results

Long Term:

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To deliver findings to the Governing Body	Governors' meetings	Annually FGB Meeting Termly SEN Governor / SENCO meetings	SENDCO SEND Governor	Governors fully informed about SEN provision and progress
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2022/23	HT All subject leaders	All policies clearly reflect inclusive practice and procedure

Targets	Strategies	Timescale	Responsibilities	Success Criteria
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, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
Ensure visually stimulating environments for all children	Colourful, lively displays in classrooms that support and enhance learning.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
Ensuring all with a disability can be involved.	<p>Ensure support for disabled to drop off & collect children</p> <ul style="list-style-type: none"> ☐ Arrange / signpost additional support for parent / carers with specific needs. offer a telephone call to explain letters home for some parents/ carers who need this ☐ adopt a more proactive approach to identifying the access requirements of disabled parents <p>Identify any Young Carers in school</p>	With immediate effect to be constantly reviewed	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p> <p>PSA/ Learning Mentor for Young Carers</p>	<p>To ensure that disabled parents/ carers are not discriminated against and are encouraged to take interest and be involved in their child's education</p> <p>Children of disabled parents are fully able to participate in cross-curricular / out of school activities (eg. Family Learning/ After –school clubs)</p>

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.

Short Term:

Medium Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links	School to continue to have strong links with schools and organisations in Durham Authority and the wider community. Reference to FIS website	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community cohesion

Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities.	Look for funding opportunities Continue to strengthen OPAL	Ongoing	Whole school approach Shared School Business Manager OPAL Action Group	Inclusive & child-friendly play areas. Creative outdoor learning environment (all weathers)
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/website Additional talks / assemblies (eg. Electric pylon / river danger etc)	Ongoing	PSHE Co-ordinator SMT	No accidents

Policy agreed and adopted by Governors September 2022

To be reviewed September 2026