

Amble Links First School

Accessibility Plan



Date Written: January 2022
By: Paul Heeley
Responsible Governor: Strategic Policy and Direction Committee
Adopted by Governors: January 2022
Date for Review: January 2024

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Vision

We are continually working to achieve our [School Vision](#) which includes the following statements:

'Appreciate diversity and respect differences in a climate of 'It's Okay'

'Our curriculum is inspirational and consistently taught to a high standard, leading to all pupils making excellent progress regardless of need ability or background.'

'Our curriculum is relevant to the needs of our pupils.'

Amble Links First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Policy and Information Report 2021-22. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Amble Links First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our [SEND Policy and Information Report](#) and [Equalities Report](#).

We have around 130 mainstream pupils in Reception to Year 4 on roll, up to 52 part time pupils in our nursery and up to 20 part time 2 year old pupils.

The proportion of pupils with SEND Support is below the national average and the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

This plan will be reviewed annually. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Accessibility Plan for Amble Links First School from September 2021-2024

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (January 2022)
Improve communication and language outcomes by the end of EYFS and remove barriers to the curriculum for children with Speech, language and communication needs.	Ongoing employment of on-site school nurse who also takes a responsibility for leading on speech, language and communication.	Ongoing from September 2019	PP and EYPP funding	Head teacher SENDCO	SEND Governor	Employment of school nurse continues and is planned into future budgets. School nurse routinely works with pupils identified as requiring additional support.
All pupils can access the school's curriculum.	Weekly SENDCO release time provided which includes dedicated time for monitoring provision for all SEND pupils on a half termly basis.	Ongoing	School budget additional ½ day release per week SENDCO	HT Resources Committee	SEND Governor Weekly SENDCO monitoring reports added to CPOMS for monitored pupils.	Weekly SENDCO monitoring of SEND pupils and feedback to staff ensures strong focus on impact of teaching for these pupils. Updated SEND profiles showing evidence of small steps of progress made by SEND pupils.
Address range of medical/social needs that can negatively impact on pupils' progress and attainment	Employ the services of a private school nurse (2 days per week) Also see above.	Ongoing	PP funding	HT Resources Committee	Resources Committee	Trial period completed and employment of school nurse has now been built into the school budget. Nurse has access to CPOM and routinely logs all interventions with pupils and interactions with parents. A range of issues are rapidly dealt with.
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and	Ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor	Insight system purchased in Summer 2020. Staff training provided in Summer 2020 and Autumn 2022 to enable staff to filter specific information

	gives leadership a clear picture of the achievement of SEND pupils.					(including performance of SEND pupils)
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Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (January 2022)
Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in HT report to governors.	Ongoing		HT Caretaker	H&S Governor SEND Governor	Caretaker continues to make informal checks. Findings from H&S Governor reported to full governing body and remedial actions taken to improve access where required.
Accessibility monitoring	H&S governors to consider ease of accessibility during regular monitoring visits.	Ongoing		HT	H&S Governor SEND Governor	Reporting to governors – termly.

Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	School website contact information offers relevant accessibility	Ongoing		HT Office Staff	SEND Governor	Note added to main page of website regarding provision of printed documentation. New school policies routinely included footnote stating availability of policy in large print if required