

# Amble Links First School

## Accessibility Plan



**Date Written:** September 2020  
**By:** Paul Heeley  
**Responsible Governor:** Strategic Policy and Direction Committee  
**Adopted by Governors:** September 2020  
**Date for Review:** September 2021

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 2018-19. 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 national averages (IDSR 2019) 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 2019-2022

### Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (June 2019)
Improve communication and language outcomes by the end of EYFS to exceed national averages in Summer 2017 to remove barriers to the curriculum for children with Speech, language and communication needs.	Jointly commission additional intensive speech and language support equating to 2 days per week in the Autumn term.	September 2019 annually	PP and EYPP funding	Head teacher SENDCO	SEND Governor	Service Level Agreement purchased for 2 days per week . Target groups identified and weekly interventions being carried out with these pupils.
Ensure that the newly introduced curriculum model is enabling SEND pupils to make good or better progress in all classes.	Precisely monitoring activities on evaluating impact of teaching/curriculum on SEND pupils' progress. Increase SENDCO release time to include specific monitoring time.	September 2019 ongoing	School budget additional ½ day release per week SENDCO	HT Resources Committee	SEND Governor	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 (3 hrs per week)	September 2019 ongoing	PP funding	HT Resources Committee	Resources Committee	Trial period completed Easter 2019- August 2019 Very positive feedback and good uptake from stakeholders.
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 gives leadership a clear picture of the achievement of SEND pupils.	September 2019 ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor	As Above.

## Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (March 2018)
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.	From September 2019 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.	From September 2019		HT	H&S Governor SEND Governor	Reporting to governors – termly.
Evaluate user experience.	Invite wheelchair user with school council to navigate school and provide feedback to inform accessibility arrangements and annual review of plan. Identify users with other types of physical needs and repeat the exercise annually (from summer 2017) with school council, raising awareness of SEND and supporting pupils to take responsibility for improving the environment.	Summer 2019  Summer 2017		DHT H&S Governor	Governing Body	Wheelchair user visited Summer 2016 and discussed findings with School Council. (School Council Minutes) Issue raised regarding internal lip and external step at classroom fire exit. Re-evaluate situation if staff/pupil wheelchair user is present. Revisit planned.

## 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	September 2019 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