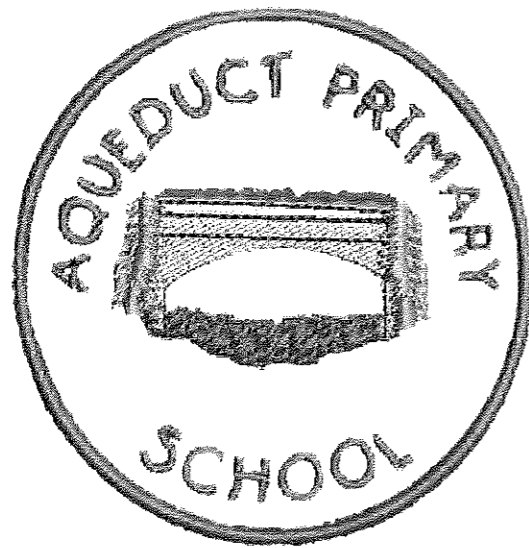


# Aqueduct Primary School

## Accessibility Plan

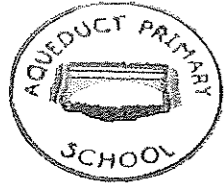


2018-21

Discussed and Agreed by Governing Body	September 2018
Discussed and Agreed by All Staff	September 2018
Next Review Date	September 2021

Signed C-L Marsh Date 24.9.18

Signed T. Buckley Date 24.9.18



### Aim

To ensure that pupils with disabilities are not treated less favourably than their peers.

To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.

### Definition

A pupil has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

### Monitoring

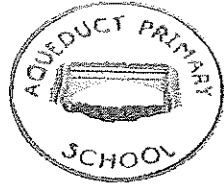
The discharge of these duties will be monitored through OFSTED inspections.

### Results of Audit

Aqueduct Primary School is recognised by the L.E.A. as being an inclusive school. However the building was not originally fully designed to be accessible to children or other visitors with physical disabilities.

### How does A.P.S. deliver the curriculum?

- our teachers and teaching assistants have the necessary training to support the children currently attending APS
- our classrooms are organised as optimally as possible, given the scope of the building
- lessons provide opportunities for all pupils to achieve
- lessons respond to pupil diversity
- lessons involve work done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- school visits are accessible to all pupils and risk assessments are completed and checked by the staff involved and our Visits Coordinator
- there are high expectations for all pupils
- staff seek to remove all barriers to learning and participation

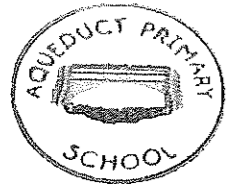


Is APS designed to meet the needs of all pupils?

- the size and layout of the school does not always allow access for pupils with disabilities
- pupils using wheelchairs or other mobility aids would not be able to access all areas of the school or have adequate room to move in classrooms
- Pathways of travel around the school and parking arrangements are safe and logical. They are not all well signed
- Emergency and evacuation systems are set up to inform all our current pupils. They would need adaptation for pupils with sensory disabilities. In these cases, an individual risk assessment would be created for the pupils and reviewed regularly
- There are no non-visual guides in school. We do not currently have any pupils with sight impairment. Those few with visual needs have been identified and provision is in place to support this where necessary.
- our decor and signage is not considered to be confusing or disorientating for pupils with disabilities
- areas to which pupils have access are well lit
- background noise is eliminated as far as possible
- furniture and equipment are selected, adjusted and located as appropriately as possible in the space we have
- if and when required staff are trained and able to administer appropriate medicines and a care plan will be in place for the individual pupil
  
- The physical environment of APS is adapted as far as possible to meet the needs of our current cohort of pupils. The LEA will be responsible for specific buildings adaptations and the provision of specialist equipment if and when this becomes necessary.

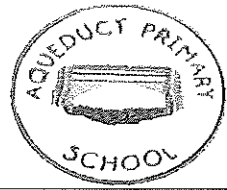
How does APS deliver materials in other formats?

- we do not have any pupils who have difficulty with standard forms of printed information. However, we have identified some pupils who work best with adapted font style, size and colour (including background colour), and adapt their environment to suit these).
- when applicable staff would use technology and practices developed to assist people with disabilities
- ICT could be used to produce written information in different formats.

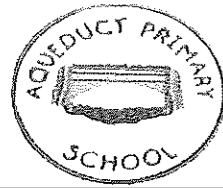


If and when the delivery of information becomes an issue for pupils with disabilities at APS we will address their needs accordingly.

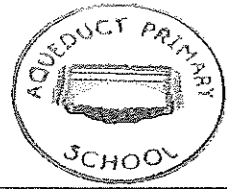
Objective	Action/Timescales	Personnel involved	Other links- documents, policies	Progress review
<b>CURRICULUM</b>				
To narrow the gap between PPG pupils and non-PPG pupils each year so they achieve at equal levels for reading, writing and maths.	Termly data analysis for reading, writing and maths- comparing vulnerable learners with a view to identify any gaps between 2 different groups.	SLT Class Teachers TAs	PPG strategy Termly Data and assessments.	The gap between PPG pupils and non-PPG pupils for reading, writing and maths has significantly narrowed.
To analyse and compare vulnerable groups of learning for reading, writing and maths for progress and attainment.	Termly. Identify vulnerable groups of pupils who are not attaining or making the same progress compared with their peers.	Inclusion Lead Assessment Lead	PPG strategy Termly Data and assessments. SEND report APDRs	Areas of need are identified and grouped for each year groups and these pupils are provided with targeted support to enable accelerated progress in either/or reading, writing and maths.
Create phase provision maps to address the gaps in learning in reading, writing and maths.	Termly (although this may differ depending on needs/requirements). Interventions to be in place to help bridge the gap and accelerate progress in identified weak areas (linked with reading, writing and maths).	Phase Leaders Class teachers	Termly phase provision maps and reviews. PPG strategy SEND policy SEND report APDRs	Phase provision map clearly evidence areas of need and how these have been addressed and how these have impacted on the attainment and progress of specifies learners.
Monitoring of intervention groups and measuring impact of these.	Termly (although this may differ depending on needs/requirements). Analysis of impact will feed into plans	Inclusion lead Head Teacher Class Teachers	Termly phase provision maps and reviews.	Monitoring identifies and



	for following interventions and how these are managed and organised.			reviews the impact of the developments of areas identified during the process.
<b>PHYSICAL ENVIRONMENT</b>				
To ensure all classrooms are dyslexia friendly	On-going. Inclusion Manager to monitor consistency throughout the school and support where necessary.	Class Teachers SENDCo	Visual timetables, prompts for going home, coloured page books and overlays for reading. Other visual prompts and reminders around the school. Sound charts, number lines etc.	Pupils with dyslexia fully accessing the curriculum along with their peers.
To ensure equipment is accessible to all adults, pupils and visitors to the school.	Annual sensory and physical audit. Termly equipment audit.	Inclusion Lead	Audit report. SEND policy SEND report	All children, adults and visitors access school equipment as and when appropriate.
To ensure all areas of the school that should be accessible to staff, pupils and visitors, is.	Annual sensory and physical audit. Termly equipment audit.	Inclusion Lead Head Teacher T & W	Audit report. SEND policy SEND report	All children, adults and visitors access all available areas of the school.
To ensure regular review and maintenance is carried out on any specialist equipment or adjustments.	Annual sensory and physical audit. T & W annual site inspection (playground equipment). Service agreements to service and maintain specialist disabled access equipment. Health and safety annual audit.	Inclusion Lead Class teachers	Audit report. T and W report/paperwork. SEND policy SEND report	All specialist equipment is regularly checked and maintained and in good working order.
To ensure regular audits of need, equipment and support is completed.	Annual audit of need for new classes then termly thereafter with a focus on specialist support equipment.		Audit report. SEND policy SEND report	All pupils with needs or level of vulnerability have been identified and are monitored regularly for provision of



				specialist equipment
<b>PUPIL REQUIREMENTS</b>				
<p>To ensure all staff, pupils and parents are aware of our school values and expectations.</p> <p>To improve communications between school and families. Look at ways of increasing parental involvement in school events.</p> <p>To enable parents to understand the value their involvement has on their child/dren's learning.</p>	<p>Continue to embed a consistent approach to our school values and expectations. This may involve assemblies, SMSC/PSHE focused lessons, open days, class assemblies, newsletters, the school website</p> <p>Develop a parent working party with a view to have them involved in decision making and agreement of new changes and developments throughout the school that directly affect their children.</p> <p>To develop the parental engagement programme throughout the school, ensuring focus families have an increased view of their child's education and an improved relationship with the school.</p>	<p>All staff Pupils And parents</p> <p>All staff Pupils And parents</p> <p>Class teachers Parents Inclusion Lead</p>	<p>Behaviour Policy Home/school agreements Ethos and Inclusion Code of conduct for parents policy</p> <p>Parental Engagement Behaviour Policy Home/school agreements Ethos and Inclusion Code of conduct for parents policy Teaching and Learning Policy School website</p> <p>Behaviour Policy Home/school agreements Ethos and Inclusion Code of conduct for parents policy Parental Engagement Behaviour Policy Home/school agreements Ethos and Inclusion</p>	<p>Pupils, staff and families have a clear vision of the school values and expectations. They demonstrate this through their support and conduct each day.</p> <p>Parents have a clear vision of their expectations but also those of the adults and children in school. Parents will have a clear view of their own child's strengths and areas for development and work in collaboration to enable these to continue at home and school.</p> <p>Enable parents to have a stronger 'voice' around school issues, implementing their views, ideas and aspirations for their children.</p> <p>Parents will have an improved view of their child's</p>



Aqueduct  
Primary School

Accessibility plan

			<p>Code of conduct for parents policy Teaching and Learning Policy School website</p>	<p>attainment and progress, including their emotional and well-being, the child at school as a whole and home this transcends into the home environment. Communication between parents to have improved and parents have a confident view of the school and how their child fits into it.</p>
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