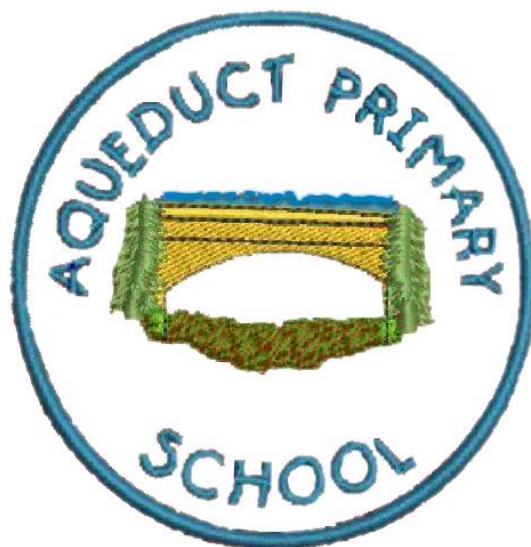


Aqueduct Primary School

Accessibility Plan



2021-2024

<i>Discussed and Agreed by Governing Body</i>	
<i>Discussed and Agreed by All Staff</i>	
<i>Next Review Date</i>	<i>February 2024</i>



Our Strapline

Building tomorrow, Leading the way ...

Our Values

Positivity, happiness, learning, kindness, safety and respect.

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Aqueduct Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Building tomorrow, leading the way.

This strapline underpins every part of our school life and ensures that we allow all of our pupils to have a successful journey through school which supports them in building a better tomorrow for themselves and others.

Our school values also encourage the staff and pupils to have an understanding of equality and inclusion. These are **kindness, positivity, happiness, respect, safety and learning**. Each half term, the children



focus on a value and learn its true meaning alongside what it looks like for them and how they can show it in their everyday school life.

This plan will be made available online on the school website, and paper copies are available upon request.

Aqueduct Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work closely with the Telford and Wrekin SEND team (information available at telfordsend.org.uk) and use their information and support when necessary. We have good links with the Occupational Therapy team, the Sensory Inclusion Service and other external agencies that support and assist our pupils with disabilities.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Aqueduct Primary School offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum offer includes a variety of engaging subjects, and experiences suitable for all. Curriculum progress is tracked for all pupils, including those with a disability. This is monitored to ensure that pupils with disabilities are making sufficient progress. Targets are set effectively in the APDR cycle and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>1. Curriculum experiences and trips to be inclusive and accessible for all.</p>	<p>1. Monitor the overview of school trips for cycle 1 and 2 of the curriculum to ensure they are accessible.</p>	<p>1. Curriculum lead/SENCo</p>	<p>1. Ongoing</p>	<p>1. All children will be able to participate in a variety of school trips and excursions as part of their curriculum offer.</p>
		<p>2. Curriculum resources to include examples of people with disabilities.</p>	<p>2. Support teaching staff in creating resources/lessons that include disabled individuals.</p>	<p>2. Curriculum lead/SENCo</p>	<p>2. Ongoing</p>	<p>2. Pupils will have access to visual resources and/or lessons that contain pictures/learning</p>



	<p>Children can use iPads and computer equipment to access the curriculum.</p> <p>PE Lessons are adapted for disabilities. PE store includes adapted equipment such as balls with bells.</p> <p>Slope writing boards, different types of scissors, ergo grip pens/pencils and a range of different pencil grips are used to support pupils with fine motor issues.</p> <p>Visual prompts and resources used, including visual timetables.</p> <p>Privacy boards, individual work stations, fiddle toys, wobble cushions etc for identified pupils where these are deemed helpful.</p> <p>Sensory room with soft furnishings and lighting where pupils can either take time out or be visually stimulated.</p>	<p>3. Curriculum offer to include learning and understanding about disabilities, including lessons about people in history with disabilities or disabled role models</p>	<p>3. Curriculum subject leaders to ensure that disabilities are represented throughout suggested lessons. Pupils to learn about differences in Personal development & citizenship. PE leader to encourage Paralympians when looking at sporting role models. Upper key stage 2 to include disabilities in their science/ Personal Development and Citizenship learning.</p>	<p>3. Subject leaders/curriculum lead/SENCo</p>	<p>3. Ongoing - to be reviewed at the end of the academic year.</p>	<p>about people with disabilities. Pupils with disabilities will feel represented.</p> <p>3. Pupils with disabilities will feel represented. All pupils will have an understanding that humans can have disabilities and to be accepting of this.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>School building has been adapted and is accessible to pupils with disabilities, including wheelchairs.</p> <p>School has a ceiling hoist in the disabled toilet and a mobile hoist. Relevant adults have up to date training.</p> <p>School has a storage area for large disability equipment to be stored safely.</p> <p>School has 2 disabled toilets in both key stages.</p> <p>Ramps are in line with guidance for wheelchairs to access all areas.</p> <p>Lift in school entrance.</p> <p>All areas are well lit and kept tidy and safe (monitored regularly in health and safety audit).</p> <p>Classrooms are arranged carefully to ensure children can access all areas of the classroom.</p>	<p>4. Ensure classroom resources are accessible and reachable from wheelchair height to encourage independence.</p>	<p>4. Monitor classrooms with pupils in wheelchairs for reach of equipment.</p>	<p>4. Class teacher/SENCo/health and safety lead</p>	<p>4. Start of each academic year and reviewed regularly</p>	<p>4. Pupils in wheelchairs will be able to access the areas of the classroom independently without needing to request support from an adult.</p>
	<p>Lift in school entrance.</p> <p>All areas are well lit and kept tidy and safe (monitored regularly in health and safety audit).</p> <p>Classrooms are arranged carefully to ensure children can access all areas of the classroom.</p>	<p>5. Not all classrooms have areas which are wheelchair accessible. Ensure classrooms are appropriately arranged for access when a child joins that class that has a disability.</p>	<p>5. Monitor the classroom with pupils in wheelchairs when they move year groups.</p>	<p>5. Class teachers/SENCo</p>	<p>5. At the start of each academic year and monitored throughout</p>	<p>5. Pupils will be able to access all areas of the classroom independently.</p>
<p>Ensure staff have suitable</p>	<p>Staff are trained to support pupils with hearing and visual difficulties and work alongside the Sensory Inclusion Service</p>	<p>6. Early identification of need and appropriate use of existing resources and expertise.</p>	<p>6. Regularly monitor and assess staff subject knowledge and prepare for any additional training</p>	<p>6. SENCO/SLT</p>	<p>6. Ongoing throughout the academic year.</p>	<p>6. Pupils will be suitable supported and their individual</p>



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<p>knowledge and skills to meet individual needs.</p>	<p>(SIS) to ensure individual needs are met.</p> <p>Staff across the school have received training to support children with dyslexia.</p> <p>Trained first aiders support pupils with medical needs including the use of an epi-pen and children with epilepsy.</p> <p>Inclusion mentor staff are trained to support pupils with emotional, social and mental health needs.</p> <p>Identified pupils receive additional support from specialist services e.g. school nurse, occupational health, educational psychologist, learning support advisory teacher, emotional health 0-25 and SIS.</p>		<p>which is deemed necessary.</p>			<p>needs will be met.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Aqueduct Primary school uses a variety of communication methods to ensure information is accessible for all.</p> <p>This includes: Makaton communication and symbols used around school.</p> <p>Clear signage throughout school.</p> <p>Pictorial symbols and representations.</p>	<p>7. Ensure Makaton signs are used throughout school to support understanding of information for pupils.</p>	<p>7. Adults to provide Makaton symbols and signs alongside classroom resources.</p>	<p>7. SENCO/Class teachers</p>	<p>7. Ongoing</p>	<p>7. Children with disabilities will feel like they are able to access the school without difficulty.</p>



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	<p><i>Large print resources where necessary.</i></p> <p><i>Pupils with hearing impairments or visual impairments are sat nearer to the front of the classroom.</i></p> <p><i>Windows are fitted with black out blinds to aid those children with sensory issues.</i></p>					
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Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and all teaching and non-teaching staff.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- *Risk assessments*
- *Health and safety policy*
- *Equality information and objectives (public sector equality duty) statement for publication*
- *Special educational needs (SEN) information report*
- *Supporting pupils with medical conditions policy*