



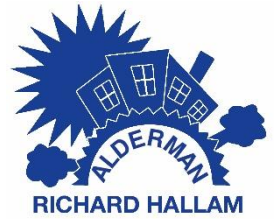
ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Accessibility Plan

2024-2027

Accessibility Plan



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

Our 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.

Alderman Richard Hallam Primary School is an inclusive school where every child matters. We ensure that pupils are included in all aspects of learning and school life. We aim to meet the needs of all the children through a broad, balanced and exciting curriculum and to:

- Enable all children to become respectful and responsible individuals.
- Work in partnership with parents and the wider community.
- Provide a curriculum that motivates and excites.
- Inspire children to become independent and confident learners.
- Develop aspirational lifelong learners.

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

Our 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 and we follow Leicester City's procedures relating to Equality and provisions for SEND pupils.

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.

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
Increase access to the curriculum for pupils with a disability	<p>As a school, we work hard to ensure that all children are able to access the curriculum.</p> <ul style="list-style-type: none"> Our school offers a differentiated and adapted curriculum for all pupils tailored to their attainment levels We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set 	<p>To ensure SEND TAs are adequately supported and to ensure that any support, training and time required is provided.</p>	<ul style="list-style-type: none"> To make sure the child's SEND records are up to date and easily accessible. Termly meetings to be held between the SENDCO and SEND staff. These can take place more frequently depending on the support level required. 	SENDCo Class Teachers SEND TAs	Termly by the SENDCo.	Pupil needs reviewed and addressed
		<p>To ensure that all teaching staff are confident in how best to deliver the curriculum to the children in their class.</p>	<ul style="list-style-type: none"> Audit staff needs re training and the curriculum. Training for teachers on differentiation and adaptations for the needs of children in their class e.g. for those with visual impairments or with significant SEMH needs. 	SENDCo CPD Lead Class Teachers	At the beginning of the school year. Further support as required.	Teachers are able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum.

	<p>effectively and are appropriate for pupils with additional needs</p> <ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils • SEND pupils have equal access to extra-curricular clubs which is monitored by our Extra-Curricular Lead • Children with a disability are able to access our school trips and external activities (e.g. swimming). Risk assessments are done accordingly. 		<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Ordering large font reading books. • Getting exercise books with very dark lines to write on. • Making sure we have the correct pen/ink for visually impaired children to use. • Photocopying onto coloured sheets or using coloured overlays. <p>The school makes itself aware of the services available through its LA for converting written information into alternative formats.</p>	Extra-Curricular Lead		
	<ul style="list-style-type: none"> • The school now has a SEND Hub which is called The Woodlands. This has an upstairs classroom setup and 3 rooms downstairs to access. 	For children to have access to the necessary resources for their needs.	<ul style="list-style-type: none"> • For SEND TAs to have time from their week to make relevant learning aids where necessary. • Learning aids to be produced, for example 'Colourful 	SENDCo SEND TAs	Throughout the academic year.	Resources from whole school training made and available to use.

			<p>Semantics' folders, 'Now and then' boards, visual timetables.</p> <ul style="list-style-type: none"> All school flipcharts to have coloured (off-white or yellow) backgrounds as standard and on photocopied sheets. 			
		To make sure all TAs have sufficient training to be able to best support the needs of children in their year group.	<ul style="list-style-type: none"> To put PowerPoints and training online for SEND TAs to access. This includes a subscription to the National College. To ensure training is recorded by the CPD Lead and put on the server for all staff to access. Intervention training for support staff where necessary, for example if they have a child with specific needs in their year group. To make sure all new and existing SEND TAs are able to run 	SENDCo Computing coordinator SEND TAs	Throughout the academic year as the training is delivered.	Support staff able to work with increased knowledge and provide appropriate resources for pupils.

			<p>Trugs groups, Precision Teach, Colourful Semantic groups.</p> <ul style="list-style-type: none"> • That all SEND TAs can run the Assessment interventions for children in their Year groups. • Complete a yearly audit or survey of skills to understand what training is required. 			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Access to devices, such as laptops and iPads, to support those with visual impairments • Pictorial or symbolic representations • Visual timetables in all classrooms 	<p>To review how information is shared with parents and carers of SEND children to ensure effective communication</p>	<ul style="list-style-type: none"> • SEND questionnaire to identify parental support needs, including access to information • Deliver parent workshops to support understanding • All review meetings with parents and carers (e.g. Element 3, EHCP meetings) to include an item on the agenda regarding accessible information 	<p>All teachers/SENDCo Parents</p>	<p>Questionnaires and workshops to be planned in advance through the academic year</p> <p>Meetings as and when they are held</p>	<p>All parents and carers of SEND pupils are effectively communicated with regarding their child's progress and support.</p>

		To create a clear and simple overview to communicate to parents and carers the different avenues of support available to them.	<ul style="list-style-type: none"> To create/source alternative versions, for example large-print copies, different languages and visual support. 	SENDCO	By the end of the year	Parents and carers feel fully informed on the support available for their child in school.
		The school makes itself aware of the services available through its LA for converting written information into alternative formats.	<ul style="list-style-type: none"> If needed, the school can provide written information in alternative formats. Staff are available to translate on site where needed 	SENDCO EAL Coordinator	As and when required Parents with translation or other information needs identified at the beginning of the school year.	Delivery of information to disabled pupils and their parents and carers is improved
Improve and maintain access to the physical environment	We have key, permanent measures in place to ensure the school environment is accessible and safe for anyone with a		<ul style="list-style-type: none"> To have a bank of books available to those with additional needs e.g. large print books, dyslexia friendly books 	SENDCo and SEND Governor English Lead Librarians	Yearly	All children are able to access library books that help them to develop a love of reading.

t	<p>disability. These include:</p> <ul style="list-style-type: none"> • Colour marking on kerb and step edges • Flashing beacons on fire alarms which are monitored by our Fire Marshalls • Ramps at key locations within the school • PEEPS for children and staff with disabilities. These are arranged for staff by the Health and Safety Officer, and for children by SENDCO. 	To ensure that all children or staff who would require support in the case of an evacuation have a Personal Evacuation Emergency Plan (PEEP)	<ul style="list-style-type: none"> • Staff PEEPs are to be reviewed on an annual basis • Children's PEEPs are created with the child's class teacher and SENDCO to ensure consistency of understanding and approach • SENDCO involved in room allocation for the new academic year to ensure children with a PEEP are in an appropriate classroom 	SENDCO Class Teachers Health and Safety team	To be reviewed on an annual basis	All staff and children are safely evacuated from the school in the event of an emergency and all staff are clear as to their responsibilities in this event
	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Monitoring corridor width • Changing of classrooms to ensure accessible and with 	To ensure that the hoist is safe for use	<ul style="list-style-type: none"> • The hoist will be inspected annually. Premises officer to liaise with building management company to ensure regular inspections take place. • All staff that use the hoist are trained in Manual Handling 	Premises Officer SENDCO Health and Safety Manager	Annual basis with training delivered when necessary	All children who need to use the hoist are safe and staff are well-equipped to use it correctly

	<p>clear escape routes</p> <ul style="list-style-type: none">• Handrails are fitted to stairs offer good contrast with the wall• In children's toilets, good contrast to toilet doors, flush handles and sinks• Good contrast furniture used, good use of window blinds to block out glare• In the dining hall, there is a good contrast between the dining furniture and floor. Food items are easily accessible. Good contrast between utensils and tables.• The library is now moved to the modular build which means all pupils can access it.• A ramp has been created so that wheelchair access can be made to places with a step.					
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<p>Improve the remote learning access for pupils with a disability</p>	<p>The remote learning offer for the school has been created with inclusion and access in mind. This includes:</p> <ul style="list-style-type: none"> • Use of the Oak National Academy for children who cannot access their year group's learning 	<p>Children to have access to all learning aids required when learning remotely.</p>	<ul style="list-style-type: none"> • Any learning aids required by children to be identified at the beginning of each academic year. • In the event of bubble closure or lockdown, a pack of these learning aids to be provided for use at home. 	<p>Class teacher and SENDCO</p>	<p>Handed out when at point of bubble closure / lockdown</p>	<p>Children have the same quality of access at home as they do at school.</p>
	<ul style="list-style-type: none"> • Ensuring children are provided with learning aids where needed for home • Inviting children with significant SEND needs (those with EHCPs) to attend school during lockdowns • On-going differentiation/adaptation to provide children with access to the curriculum 	<p>Remote learning provision is monitored to ensure it is effectively differentiated/adapted and accessible for SEND pupils.</p>	<ul style="list-style-type: none"> • All year groups' activities for SEND pupils to be reviewed during periods of a whole or partial school closures. • Key classes learning activities for SEND pupils to be reviewed during a bubble closure • Support to be put in place where needed based on these reviews 	<p>SENDCO Remote learning Lead Curriculum Lead</p>	<p>AT point of bubble closure / lockdown</p>	<p>Children are appropriately supported and challenged when learning remotely. Children maintain enthusiasm for school and love of learning during periods of closure. No children are unable to access their learning.</p>

Monitoring arrangements

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

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the SENDCO with support from the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

It will be approved by the headteacher and the Governor responsible for SEND (Mr Robin Marston).

Links with other policies

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

- Health and Safety Policy
- Behaviour Policy
- Curriculum Policies
- Equality and Diversity Policy (including Equality Objectives)
- Special Educational Needs and Disabilities (SEND) Information Report
- SEND Policy

Date for Review: September 2027