



EXCELLENCE
FOR ALL

ACCESSIBILITY PLAN – 2019 to 2023

Reviewed: Updated February 2019

Next Full Review: Spring 2023 (update annually)

Person Responsible: Headteacher



We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Allfarthing Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and other school planning documents. The Headteacher will report on progress and outcomes related to the Accessibility Plan annually.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, which will both be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise on the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access, and which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Allfarthing Primary School Accessibility Plan shows how access will be improved for disabled pupils, staff and visitors to the school over a four-year time period, anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. We recognize that any school that fails to do this is in breach of duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy and Staff Handbook
- School Development Plan
- Asset Management Plan / Suitability Survey
- School Vision and Values

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school; it remains the responsibility of 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 four-year period in order to inform the development of a new Accessibility Plan for the ongoing period. The school has a copy of this and Governors were fully involved.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School's complaints procedure covers the Accessibility Plan.

11. The Accessibility Plan will be published on the school website when it is updated.

12. The Accessibility Plan will be monitored through the Governor Curriculum Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Wandsworth Accessibility Strategy, "Removing the Barriers".

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

These notes and the following plan approved by the Full Governing Body:

Signed by

_____ **The chair of governors**

Date:

_____ **Headteacher**

Date:

Allfarthing Primary School Accessibility Plan 2019-2023: Improving the Curriculum

TARGET	STRATEGY	TIMEFRAME	OUTCOME AND EVIDENCE	COST £
Ensure provision for children with Additional Needs & EAL & new arrivals is mapped across the school and that interventions are tracked and monitored for impact	<p>SENCO to map provision for children with Additional Needs across the school; half termly pupil progress meetings to include scrutiny of provision/outcomes; GB tracking through Curriculum committee</p> <p>SENCO—responsible for monitoring and tracking attainment & all intervention programmes; developing expertise in TA team</p>	<p>Spring 2020</p> <p>Half termly tracking</p> <p>Spring 2020</p>	<p>Pupils with AN & EAL make good progress from starting points. Intervention programmes for pupils have good impact on pupil outcomes</p> <p>Evidence</p> <ul style="list-style-type: none"> • Provision Maps • Pupil Progress Meeting minutes • Data analysis reports 	Inclusion leader
Ensure use of pupil premium is targeted to raise attainment and narrow gaps nationally and between peers in school and raise the proportion of higher attainers	Plan for and track attainment of disadvantaged children and identify appropriate interventions to raise attainment; monitor impact of programmes & achievement through half termly pupil progress meetings & Curriculum committee	Ongoing – monitored termly at pupil progress meetings	<p>Gaps between disadvantaged children narrow nationally & between peers in school; proportion of higher attaining children within Pupil Premium Group increases</p> <p>Evidence –</p> <ul style="list-style-type: none"> • Pupil Premium Provision Maps • Pupil Progress Meeting minutes • Data analysis reports • Timetables including PP Intervention timetables 	Pupil Premium Funding

<p>Ensure all children have access to the wider community to enhance & enrich the curriculum and school outdoor area enriches & enhances curriculum experiences</p>	<p>Regular trips/visitors across the school as part of curriculum study; nursery/reception to arrange visitors to school and local area visits when visits further afield are not practical – ensure use of outdoor space enhances & enriches learning experience</p> <p>Enterprise links : Virgin Money Grow a Fiver</p> <p>Children visit Parliament, Wandsworth town hall</p> <p>Pupils take part in local and national competitions; Quiz Club, Spelling Bee, Maths</p> <p>Create links with schools in contrasting localities to support curriculum.</p> <p>Year 5 & 6 School Journeys</p>	<p>Ongoing</p>	<p>Pupils experience enriched curriculum and have regular access to wider community</p> <p>Evidence</p> <ul style="list-style-type: none"> • Trips/visit information including risk assessments • After school clubs • Workshops • Displays • School council meeting minutes • PTA funded activities • Topic planning • PSHE Planning <p>Children have positive learning experiences in the outdoor areas</p> <p>Children gain an understanding of the world of business</p> <p>Children gain understanding of democracy and British values</p> <p>Children gain understanding of Spanish Art, History and Culture, and practice their Spanish</p>	<p>PTA and school budget –Pupil Premium Funding and parental contributions</p>
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Training for staff in the identification of and teaching children with specific learning difficulties.	SENCO to arrange training appropriate to staff based on provision map/identified needs of children in school	Ongoing – regular SEN training identified in staff inset timetable	<p>Training received by staff has positive impact on supporting staff in identifying, understanding and teaching children with AN effectively; children experience better outcomes</p> <p>Evidence</p> <ul style="list-style-type: none"> • Record of CPD • Provision Maps • Pupil Progress Meeting minutes • Curriculum planning • Data analysis reports 	CPD Budget
Ensure all children in school have equal access to digital technologies and develop life skills across the curriculum	Updating ICT equipment in school to reflect current use of mobile technologies and ensuring that ICT equipment is reflective of the real world	Build regular cycle of renewal of ICT equipment into school budget	<p>All children in school have equal access to online learning and use of digital technologies to support and enhance the curriculum; life skills embedded into curriculum</p> <p>Evidence</p> <ul style="list-style-type: none"> • Computing Policy • Computing Curriculum Planning • After school clubs – Sphero & Coding 	<p>Annual budget allocated for ICT</p> <p>PTA Funding</p>

Provision of therapeutic support via in-house Occupational Therapist and specialist Literacy Support	<p>Contract with the Literacy Support Service to provide a Literacy teacher for one afternoon per week.</p> <p>Continued use of Place2Be programme.</p> <p>Opportunities from September 2019 with Mental health worker</p> <p>EP support</p>		<p>Needs of pupils with significant and diagnosed literacy difficulties are met through a rich provision of QFT, in-school literacy programmes and specialist support.</p> <p>Evidence</p> <ul style="list-style-type: none"> • SALT report reviews • Provision maps • Data analysis reports 	£8,500 (approx) Literacy service SLA
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Allfarthing Primary School Accessibility Plan 2019-2023: Improving the Physical Environment				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
Ensure that equipment required due to an impairment is in place, i.e, changing facility if required, sound system.	<p>Liase with external agencies in order to identify and maintain the equipment</p>	<p>Prior to start</p> <p>Ongoing</p>	All equipment in place and maintained well	Cost of equipment/ maintenance to be included in school budget prior to child starting
Classrooms are well-resourced & highly organized. Classrooms promote high quality learning experiences	<p>Ensure learning resources are high quality, relevant, and promote positive learning</p> <p>Ensure all classrooms are decorated & maintained with appropriate high quality furniture – develop cycle of renewal</p>	<p>Annual audits & purchasing of learning resources by Subject Leaders</p> <p>Replacement of furniture as appropriate</p>	<p>Pupils experience multi-sensory learning with high quality resources</p> <p>Learning environment is maintained regularly to optimum standard</p>	<p>Curriculum budget linked to School Improvement Plan</p> <p>Rolling programme of decoration and furniture renewal approx £3000 per</p>

				annum
Improve provision for children with additional sensory or social and emotional needs	<p>Re-develop the top floor quiet room to create a sensory room appropriate for children who are over-stimulated (e.g. in the case of pupils on the autistic spectrum) or who require time out in order access further learning.</p> <p>Children requiring equipment due to impairment will be assessed in order to gain the support that they require.</p>	Completion April 2019	Pupils with sensory overload or social / emotional difficulties can have 'time out' and an appropriate place to be calm that will support their ability to give purposeful attention to learning through the school day and reduce both instances of severely challenging behaviour and poor attendance.	<p>Successful bid from WBC re Sugar Tax</p> <p>£10,000 (approx)</p>

Allfarthing Primary School Accessibility Plan 2019-23: Improving communication				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
Written material including reporting arrangements are made available in alternative formats including digital & languages	Ensure school is compliant with publishing required information on website	Ongoing	School is compliant with website publishing	Publishing materials in community languages
Improve communication and information to parents/carers particularly those who are working	<p>Use of Parentmail as tool for sending letters/talking homework/ newsletters home.</p> <p>Information is sent via an App so</p>	Ongoing	<p>95% of parents have signed up to receive information via Parentmail.</p> <p>Information received in a</p>	£3,500 per annum

	instantly accessible to all with mobile phones		timely manner School improves carbon footprint.	
Improve parental attendance to parent consultations and improve parental engagement	To ensure that all parents/carers have equal access to booking appointments with ease. Parents of pupils entitled to pupil premium funding directly contacted if not made a parents evening meeting. Pupils of parents with SEN – appointments made with classteacher and SENco	Ongoing	Increase in attendance parent consultation meetings Parents/carers can book appointments at their convenience	
Allfarthing website used as the main tool for updated information/communication to all stakeholders	To use the school website as one of the vehicles to keeping stakeholders up to date. Use of visual and text	Ongoing	Stakeholders are more informed Improvement in communication and parental engagement	
Use information gathered from parent survey to improve communication in school	Annual parent questionnaire & response from school on strategies to improve	Autumn 2019	Parents report that communication improves	Reporting to parents The latest survey was carried out in Spring 2019
Ensure parents have access to translation services, e.g. when communicating with school & via school website	Use of translators for key meetings with parents	Ongoing	Parents able to communicate more effectively with school	Translation services which is paid for on an individual basis at the going hourly rate.

Termly Governors surgeries	Governors available to meet with parents	Termly		
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