

Ingham Primary School

Accessibility Plan

November 2024

To be updated as required

This plan covers the 3-year period from November 2024 to November 2027

Introduction

Schools are required by law to publish and implement an Accessibility Plan, and this is drawn up in compliance 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.

The Equality Act 2010 provides a single, consolidated source of discrimination law which applies to all schools. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, or sexual orientation. In addition, Ingham Primary School acknowledges our non-discrimination and planning duty under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA).

A disability is defined as a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.' (Equality Act 2010). Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Key Objectives:

This plan sets out the proposals of the Governing Body of Ingham Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Vision, Values and Aims

Ingham Primary School is committed to offering an inclusive curriculum, and a fully accessible environment which values and includes all pupils, staff families and visitors, regardless of their physical, intellectual, social, sensory, spiritual, cultural or emotional needs. We are committed to challenging negative attitudes to disability and accessibility and embracing a culture of awareness, tolerance and inclusion. The school aims to remove any barriers to learning for disabled pupils and staff and ensures all people within the school achieve their ambition and aims.

- An audit of pupil and staff data will be undertaken and analysed. This should indicate the strengths and weaknesses in our working with disabled pupils and staff.
- Review anti-bullying, admission, risk assessments, administration of medicines, equal opportunities policies to ensure these reflect the impact on disabled pupils/staff.
- Consult all disabled pupils/staff and representatives, volunteers during the development of the plan.

The main priorities in the plan should be:

Increasing the extent to which pupils can participate in the curriculum by:

- Focus on chosen curriculum areas over time
- Co-ordinate the priorities into the School Improvement Plan
- Draw on expertise of language specialists, educational psychologists and other relevant professionals
- Focus on medium term planning
- Clear assessment in line with the National Curriculum
- High expectations
- Appropriate support
- Pupil grouping/peer support

Disabled pupils need access to all areas of the curriculum of school including activities beyond the school day:

- Recreation/playtimes
- Movement around school
- Special events - sports days, visiting theatres etc
- Breakfast and after-school clubs
- School trips/visits

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and other services.

These might include:

- Changing floor coverings
- Improvements to lighting, signage, colour contrast
- Improvements to toilets
- Changes to playground layout
- Provision of ramps/lifts
- Provision of particular furniture or equipment

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

This may include:

- Handouts, timetables, information about school events
- Audio tapes

- Large print
- Braille
- Pictures/symbols
- Sign language

The purpose and direction of the school's plan: vision and values

Our vision for disabled children is linked to the school's vision and values

Successful. Confident. Caring.

Each Learner will:				
Really want to learn and be proud of the things that they and other people have achieved.	Challenge themselves using thinking skills, creativity and communication	Respect everyone everywhere, celebrating and accepting that everyone is different.	Enjoy and celebrate the development of their own and others gifts and talents	Show that they are thankful for our school, our area and the natural world



Community

...above all values and overarching everything we do...

At the heart of the community, with community at its heart...

Love	Community	Fairness
Endurance	Hope	Respect

We model these for children, talk about them and praise children when they demonstrate them; they run like a thread through our daily lives in school and are a focus of our acts of collective worship.

Information from school audit

- In September 2024 there are 83 children in the school, aged from 4-11 years old
- The majority of the children come from small villages in the locality, some children use public transport to come to school.
- There are 4 children who are looked after or have been adopted in the school
- There are 15 children on the SEND register. We currently have 1 child with an EHCP.

Strengths and Areas for Development

	What?	Evidence and Action
Strength	Staff	<ul style="list-style-type: none"> • School staff listen well and are fair, listening to different points of view. • School staff are welcoming to all children equally • Small groups for support and after school (third space learning) clubs are really good. • Meet and greet for those who need it.
	Presence of disabled pupils in the school and the pattern of their participation in the life of the school	There are currently no physically disabled pupils in the school
	Attendance	Attendance is good-96-97%
	Access to the curriculum	<ul style="list-style-type: none"> • Children have own resources to suit their individual needs. • Now and next cards/ organisation tick lists • Modelled examples • Manipulatives available e.g. Maths resources
	Access to assessment procedures using different means of communication	<ul style="list-style-type: none"> • Access to specialist teacher for assessments and advice.
	Access to After School Activities	<ul style="list-style-type: none"> • Supported if want to attend.
Areas for Devel.	These were derived from consultation with parents, staff and children and will form the basis of the new action plans	
	<i>See notes from parent meeting in next section</i>	

Views of those consulted during the development of the plan

These views were collected through meetings with the parents of disabled students and the children themselves

The following questions were asked:

	Children	Parents
What are the strengths? (see table above for ideas)	<ul style="list-style-type: none"> - Having responsibilities - Access to resources e.g. Fidget toys - Learning in different ways to suit different learning styles. - Reward system. 	<ul style="list-style-type: none"> - Access to fidget and weighted toys - Support for parents through meeting and signposting.
What do you feel are the main disadvantages to your child in the school?	<ul style="list-style-type: none"> - Hard to sit still through lessons-need for physical activity/brain breaks. 	<ul style="list-style-type: none"> - Noisy spaces eg. Hall at lunchtimes (lunch is sometimes left uneaten). This isn't always communicated to parents. - I'm sure it's already happening, some input in PSHE lessons about disability and learning/additional needs in order for other children to have more of an

		<p>understanding. Handled carefully as some children then are more aware of their differences.</p> <ul style="list-style-type: none"> - Puberty talks can be overwhelming, especially if done as a whole class. - Dressing up can be very unsettling, the themes can be difficult for children to comprehend.
<p>Other comments</p>		<ul style="list-style-type: none"> - school have been very understanding about homework and not asked/forced him to do this (not a chance he could do it anyway!) - Residential – school were extremely accommodating in allowing me to come along on residential to support him, he would not have been able to attend otherwise and would have missed out on so much. - we have always had excellent communication from school and class teachers. I really value being able to send messages by dojo, and also how easy it is to speak to teachers if needed. Teaching staff have always been good at sharing how he is doing (on both good and not so good days) - have had access to lots of support through school and ESCO (which school initiated) - We believe her sensory needs are met, she is given a fidget toy in school class and is allowed to have short breaks during the class too. She is often given small tasks (go and hand paper out/help the teacher) to try and combat her struggles to sit and focus for a longer period of time. - My child enjoys the sensory circuits and sensory bus when she has access to them and they seem to help calm her before lessons, so she tells me. - She feels very well supported by her teachers and staff at the school. - We definitely feel we have access to specialist advice and regularly discuss options with her teachers so that we are all trying to implement the same practices. Our child feels comfortable enough to ask for help when she needs it too.
<p>Discussion with children These are the children who are on the SEN register this term-they range from 5-11 years old</p>		
<p>What do you like about school?</p>	<ul style="list-style-type: none"> - "I enjoy responsibilities like being a buddy, and assembly monitor." - "Very sporty... Love art... Trips are good." "Residential." - "Good learning, we have different ways to learn." - "I love Betty coming in". - "Sometimes learning is fun if you don't talk too much it's so much fun". 	

What do you think is GOOD about your school?	<ul style="list-style-type: none"> - "Good community, nice village with not too many people." - "We've got everything we need." - "Enough teachers" - "Displays help us (learn)." - "We get awards for doing things well".
What do you find hard in lessons?	<ul style="list-style-type: none"> - Temperature of the classroom (Oak) "It's too hot in summer and too cold in Winter and the teacher opens the windows." - "I have too much energy. I'd like to be able to run around outside and then I'll concentrate". - "It's easier to have longer lessons, short lessons are hard as you are still thinking about the last lesson". - Theme days-Mixed feelings on non-uniform days and dressing up opportunities.
What is difficult at playtimes?	<ul style="list-style-type: none"> - no response
What is difficult as you move around the school?	<ul style="list-style-type: none"> - "There should be a limit as to how many go to the toilets, especially at lunchtimes there's too many and little ones don't want to go in. It's too noisy and too busy".

The main priorities in the school's plan-see table on the next page

Ingham Primary School Accessibility Action Plan 2024-2027

Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
Equality and inclusion					
To ensure that the accessibility plan continues to be an annual item at the FGB meetings.	Clerk to Governors to add to list for FGB meetings	Annually	Governors	Adherence to legislation	Headteacher/Governors
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as and when needed	On-going	SENDCo	Whole school community is aware of issues. School is fully inclusive, and all pupils' needs are catered to.	Headteacher
Physical environment					
Ensure environment continues to be accessible to all children, staff and visitors	Audit accessibility of the school buildings and grounds	Spring 2025	Caretaker/Headteacher/Gov body	All children, staff and visitors are able to access the school site and buildings	Headteacher/Governors
To consider the needs of pupils and visitors with physical difficulties and sensory impairment when	Ensuring there is free movement and access about the building for wheelchair users.	On-going and as required	Headteacher, Caretaker and Governing Body	Children with identified needs are successfully integrated because of the environmental adaptations, where needed, and as a result	Headteacher/Governors

planning and undertaking future improvements or refurbishments of the site and premises				of targeted support and advice.	
Curriculum					
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff, as required.	On-going	SENDCo	All children can access the curriculum and are making good or better progress.	Headteacher
To ensure that all children are able to access all out-of-school activities. e.g. Clubs, trips, residential visits etc.	Review provision to ensure compliance with legislation.	On-going	Headteacher	All out-of-school education will comply with legislation and All children will be able to access the out-of-school provision.	Headteacher
To provide specialist equipment, as and when needed, to promote participation in learning by all pupils	Assess the needs of the children in each class. Provide equipment as needed. e.g. pencil grips, headphones, writing slopes etc.	On-going As required	SENDCo	All children will be able to access all learning activities and make good or better progress. Children will develop independent learning skills.	Headteacher

To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as and when needed.	Annually	SENDCo, Y6 teachers	Barriers to learning will be removed or reduced, enabling children to achieve their potential.	Headteacher
Written/other information					
To ensure that all parents and other members of the school community can access information.	Identify children, parents and members of the community who may need to access information in different formats. To make documents/information available in alternative formats e.g. interpreters, signers, large print or audio, if requested and required	On-going As required	SENDCo, Administrator	Information will be accessible to all children, parents and members of the school community. Written information/documents will be available in alternative formats, as necessary.	SENDCo, Headteacher
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and review meetings.	Staff to hold parents' evenings, or share information about pupils' progress, by phone or send home written information	Termly	Class teachers/SENDCo	All parents are informed of children's progress.	SENDCo, Headteacher

Management

The Governing Body takes responsibility for the Accessibility Plan and approves it, reviews it and reports on it annually. The plan will reflect in the SIP, SEND, Asset Management and Health and Safety Policies.

The SEN governor will monitor, alongside the SENCO and Head Teacher the implementation of the plan

Please read the SEN Policy in conjunction with this plan. The Accessibility plan will reflect in the following policies:

School Improvement Plan

Professional Development Plan

Asset Management Plan

Health and Safety Procedures

A copy will be on the school website with other school policies and documents

The Headteacher or SENCO can provide parents and visitors with a paper copy or in another format should they wish to.