



Austrey
CE Primary School
Accessibility Plan

*Becoming the person God made me to be: living,
learning, loving.*

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*



Agreed by LAB: Summer 2022

Review: Summer 2025 (progress towards targets reviewed annually)

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

Created to be like God, we are all individual, different, and precious. As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their lives and **learning**. **Living** like Jesus, we think and act with **generous** and **forgiving** hearts in the strategic and day to day life of the schools, so that everyone can flourish. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Newton Regis and Austrey Church of England Primary Schools.

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 dignity and respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As a Church school, we are committed to ensuring that we create a school that enables all of our pupils to 'live life in all its fullness'. Inclusivity is at the heart of

our school's identity. Through our Christian ethos, we are committed to ensuring that all members of our learning community are valued and respected.

The 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.

Austrey Church of England Primary School is part of the Birmingham Diocesan Multi-Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he, she or they have/has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his, her or 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.

This policy complies with our funding agreement and articles of association.

The Local Academy Board should monitor progress towards its accessibility plan each year. An up to date copy of this plan should be easily found on the school

website and a hard copy of the document should be provided to anyone requesting one within ten working days.

<p>Target</p> <p>Increasing the extent to which pupils with a disability can participate in the curriculum</p>			
<p>What we already do:</p> <ul style="list-style-type: none"> - Offer a differentiated curriculum to all pupils - Use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is tracked for all pupils, including those with a disability - Learning passports are planned, carried out, assessed and reviewed on a termly basis and highlight what an individual may need to access their learning fully - Pupils' targets are reviewed termly for those with a Learning Passport and shared with parents - Review pupils' progress termly through whole school assessments and specific diagnostic testing for pupils with additional needs. - Nesy intervention available to pupils not making expected progress 			
Target	Strategy	Timescale	Outcome/impact
<p>Ensure that there is a reading provision that is accessible to all children</p>	<p>1. Little Wandle phonics scheme to be implemented; low reading age/high interest books for older pupils to be purchased</p>	<p>Implemented Sept 2022; embedded by Easter 2023</p>	<p>EY and KS1 pupils will gain required phonics knowledge enabling them to progress and access literature across the curriculum. Pupils with identified additional needs will access appropriate reading material and make progress</p>

	2. High interest/low ability reading scheme available as physical books across KS2	By Christmas 2023	KS2 pupils will make progress in reading to get as close to their expected age-related level as possible given their individual needs and starting point allowing them to access the wider curriculum
Ensure all classrooms have access to visual timetables, now and next boards and task boards as standard support	Audit classrooms; create resources; provide training; monitor use as part of learning walks and pupil voice	By Christmas 2023	Pupils on the autistic spectrum and those that like to know what's happening next will feel more comfortable with their school day, able to tolerate change better and better placed to access learning opportunities.
Ensure that pupils with working memory, concentration and retention of information difficulties have chance to consolidate learning and retain more knowledge	Lesson plans to be adapted so that the first five minutes serve as a recap to previous learning; training to be given on how to use the five minutes effectively, eg. pre-teaching	Autumn 2022	Gaps in learners' knowledge are plugged and they are prepared for next step in learning and don't get left behind
Ensure all pupil facing staff have a	Further research by SLT	By Autumn 2022 By Autumn 2022	SLT to deliver training effectively

<p>deep understanding of the cognitive science of learning and the difference between disciplinary and substantive knowledge</p>	<p>Training delivered to teachers and TAs on disciplinary and substantive knowledge</p> <p>Training delivered to TAs on the cognitive science of learning</p>	<p>By Spring 2023</p>	<p>Teachers will be able to review and adapt planning to ensure a good balance between these two types of knowledge</p> <p>TAs will have a clearer understanding of different learning styles that they can use with different children that they work with</p>
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Review Summer 2023

1. Little Wandle phonics is embedded and has been validated by in-school monitoring, BDMAT reviews, an audit by the English Hub and Ofsted in May 23. Children are accessing appropriate reading material that is at the right level for them.
2. School has invested in Big Cat books that follow on from Little Wandle allowing continuity for all readers. SENDCo completes termly assessments for pupils with SEND which show pupils are generally progressing steadily with reading fluency and comprehension but with slower progress in spelling.
3. All classrooms have accessible visual timetables but the next step is to ensure they are used by children and are an interactive resource and that those that need an individual, personalised timetable have one
4. Learning walks and planning show that the 5 minute recap at the beginning of each lesson is embedded and having an impact on retention
5. INSET training delivered to staff on substantive and disciplinary knowledge in September 22. Teachers prepared and delivered summaries of Ofsted subject reviews which included this aspect and teachers were able to explain these concepts to others in the context of their subject. Medium term plan adapted accordingly.

Target

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

What we already do:

- Discuss access arrangements with buildings manager during routine visits
- Ask parents/carers in advance of children starting if there are any disabilities we need to be made aware of
- Have meetings in advance with parents of new starters regarding disabilities
- Arrange joint meetings with physiotherapists, integrated disability service, the MAT's buildings manager and parents to review access arrangements for new starters with specific disabilities
- Carry out risk assessment/PEEP for pupil with disability to ensure safety and access to building and curriculum
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Target	Strategy	Timescale	Outcome/impact
To provide a safe space for pupils to access to regulate emotions	Area to be identified and resourced with soft furnishings; rules of the safe space to be determined and displayed; staff and pupils; staff and pupils made aware of its function; use to be monitored to ascertain triggers that led to it being used in the first instance	Autumn 2022	Pupils will be able to regulate emotions with dignity in safe area and be ready to return to learning quicker.
To allow pupils with physical disabilities in EY and KSI to access toilets safely and with enough space	Premises manager to view toilets and make arrangements for adaptations to be made as required	Autumn 2022	Pupils will be able to use toilets with dignity and adequately.

To ensure safe and easy access to the building	HT and premises manager to identify space suitable for disabled parking space	Autumn 2022	Pupils will be able to enter building and grounds with minimum disruption to start their day calmly and be ready for learning
To provide access to fully accessible toilet for children and adults	HT and premises manager to identify suitable existing toilet and make arrangements for adaptations to be made as required	Summer 2024	Any member of the school community will be able to access toilet facilities with dignity.
To ensure pupils with social, emotional and mental health needs are kept safe in school grounds	HT and premises manager to identify fencing opportunities to enclose a) car park and b) perimeter of school grounds	a) Autumn 2022 b) Summer 2025	Pupils with tendencies to run due to dysregulated emotions are kept safe.
<p>Review Summer 2023</p> <ol style="list-style-type: none"> 1. The reading room has been de-cluttered and soft furnishings and other resources have been purchased to help pupils to regulate. The use of this space has been monitored on an individual child basis to ascertain triggers for those pupils. This is still a multi-functional space so other spaces need to be identified if this is in use. 2. The door on the largest toilet cubicle has been re-hung to open outwards allowing access with a walking frame or wheelchair. This has been used successfully by any pupils who need it but can be used by all pupils to avoid segregation 3. The parking area by the bikes sheds which is nearest to the school entrance has been identified and staff have been asked to keep this clear. This area 			

has not had markings painted on it yet to identify it to external visitors as a disabled parking space

4.

5. The school car park has been enclosed by a picket fence leading from the playground and the field. This acts as a visual deterrent. The electronic pedestrian and vehicles gates are kept closed and can only be opened by staff or by ringing the office.

Target

Improve the delivery of information to pupils with a disability

What we already do:

- Have pastel coloured paper or coloured overlays available for pupils that benefit
- Use Seesaw as a communication tool with parents
- Enlarge photocopied texts where necessary
- Encourage use of zoom tool on electronic devices
- Seek support from specialist teacher, integrated disability service or educational psychologist support as required
- Make information available via the school website

Target

Strategy

Timescale

Outcome/impact

Communication InPrint used fully	Software to be installed on laptops by BDMAT IT staff; staff training on how to use it and its benefits	By December 2022	Pupils with reading difficulties will be able to access information easier and pupils that need to learn visually will be aided furthering progress
IPads used to full potential	Apps to be identified and installed by BDMAT IT staff; staff training on how to use IPads to full potential	By Easter 2023	Pupils with writing difficulties will be able to record work easier and have self esteem boosted; various other needs across English and Maths can be addressed to make progress and boost self esteem.
Technology in place to support pupils with writing difficulties	Laptops for each school to be sourced in conjunction with BDMAT IT staff; laptops to be ready to use on school server and able to print from	By Summer 2023	Pupils will be able to develop touch type and word processing skills to enable them to record written work fully
To aid students with visual difficulties	Pupils to be identified that would benefit from exercise books with coloured paper; resources to be purchased	By Autumn 2022	Pupils will be able to record work easier and in greater comfort enabling them to show potential.
Review Summer 2023 1. Inprint is more widely used, particularly in KS1 and lower LS2 - it is particularly helpful in presenting information for working walls and for pupils to access key words quickly; also being used to help scaffold learning by			

some teachers, particularly in English lessons - further training would be helpful

2. iPads are being used to support learning regularly in English and Maths, Sumdog is able to utilise diagnostic testing to ensure work is pitched at right level. Some teachers use iPads to support writing with pupils using dictation software and predictive text to record work - further monitoring of this is required.
3. Not yet achieved
4. Books purchased and in use, coloured paper available, teachers using pastel backgrounds on interactive whiteboards

2023/24 Adjusted, carried over and additional targets

Target

Increasing the extent to which pupils with a disability can participate in the curriculum

What we already do:

- Offer a differentiated curriculum to all pupils
- Use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Learning passports are planned, carried out, assessed and reviewed on a termly basis and highlight what an individual may need to access their learning fully

- Pupils' targets are reviewed termly for those with a Learning Passport and shared with parents
- Review pupils' progress termly through whole school assessments and specific diagnostic testing for pupils with additional needs.
- Nessy intervention available to pupils not making expected progress

Target	Strategy	Timescale	Outcome/impact
Ensure that there is a reading provision that is accessible to all children	1. Use termly diagnostic testing to identify group to complete daily Warks/Staffs Educational Psychology reading intervention as a trial	By summer 2024	Group will have improved reading ability; intervention can be implemented with more pupils if successful
	2. High interest/low ability reading scheme available as physical books across KS2	By September 2024	Reluctant readers will gain more success and pleasure from reading material and make further progress.
	3. '50 books' reading for pleasure scheme to promote reading for pleasure for all children	By April 2024	All children will be able to access high quality literature at their level to promote reading for pleasure
	4. Training on specific literacy difficulties (Dyslexia) to be delivered to all staff.		Strategies deployed to support specific literacy difficulties so texts across the curriculum can be accessed

	5. Reading pens to be purchased and training given to staff and pupils on how to use them.	By Christmas 23	Pupils will be able to access texts across the curriculum more independently
Formulate one page profiles	Profiles to be written in conjunction with pupils and parents for pupils that require adjustments to be made to enable them to access the curriculum successfully	By Easter 2024	Pupil voice will be promoted; all staff will be informed and able to make confident adjustments
Ensure all staff understand the importance of scaffolding learning	Training given so that strategies are understood and deployed to teach 'high' - bringing up pupils to a higher level; having high expectations; to promote understanding and use of seating plans to support learning, eg, for those children that need access to space to be physical/have brain breaks	By December 2023	Pupils progress further and access work across the curriculum due to work being scaffolded; staff deploy range of strategies to support pupils
Staff understand	Training to be delivered to all	Easter 2024	All staff will be able to spot triggers for and

emotional regulation	staff by Educational Psychology service on dysregulation and how to support		signs of dysregulation and be able to deploy strategies to support
To understand mental health needs of disabled pupils and to support them appropriately	Youth mental health first aider qualification to be gained	December 23	Pupils mental health needs are identified and supported; pupils feel more secure attending school and make progress

<p>Target</p> <p>Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services</p>			
<p>What we already do:</p> <ul style="list-style-type: none"> - Discuss access arrangements with buildings manager during routine visits - Ask parents/carers in advance of children starting if there are any disabilities we need to be made aware of - Have meetings in advance with parents of new starters regarding disabilities - Arrange joint meetings with physiotherapists, integrated disability service, the MAT's buildings manager and parents to review access arrangements for new starters with specific disabilities - Carry out risk assessment/PEEP for pupil with disability to ensure safety and access to building and curriculum - 			
Target	Strategy	Timescale	Outcome/impact
To understand the needs of young people with hearing impairments	Hearing impairment team to train SENCO and nominated TA	Christmas 23	Pupils with hearing impairments will be comfortable with their equipment, equipment will be functioning

			effectively, pupils will make progress
To ensure safe and easy access to the building	HT and premises manager to identify space suitable for disabled parking space and demarcate	Summer 24	Pupils will be able to enter the building and grounds with minimum disruption to start their day calmly and be ready for learning.
To work more closely with the Integrated Disability Team to further support pupils with physical disabilities	SENCO to receive training on referrals and support available in order to make timely referrals	Spring 24	Pupils with physical disabilities are supported as early as possible to access the buildings and curriculum fully.

Target Improve the delivery of information to pupils with a disability			
What we already do: <ul style="list-style-type: none"> - Have pastel coloured paper or coloured overlays available for pupils that benefit - Use Seesaw as a communication tool with parents - Enlarge photocopied texts where necessary - Encourage use of zoom tool on electronic devices - Seek support from specialist teacher, integrated disability service or educational psychologist support as required - Make information available via the school website 			
Target	Strategy	Timescale	Outcome/impact
Technology in place to support pupils with writing difficulties	Laptops for each school to be sourced in conjunction with BDMAT IT staff; laptops to be ready to use on school server and able to print from	September 24	Pupils will be able to develop touch type and word processing skills to enable them to record written work fully

	'Talk tins' to be provided to help pupils record their thoughts to support independent writing; training to be given	December 23	Pupils become more independent at writing
All staff to receive speech and language training	Training to be delivered in school by speech and language therapists	Summer 24	Pupils will have information delivered to them to suit their needs, pupils' communication needs will be further understood so more adjustments can be made