



Three Year Accessibility Plan

13th July 2023 – 13th July 2026

Aims

- To demonstrate how the school intends to improve accessibility for disabled pupils
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To communicate with parents and carers about any disability or health conditions
- To make suitable and timely adjustments, as appropriate to each individual case which is child and case specific
- To publish an Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010

Definition of Disability

The Equality Act 2010 retains the following definition of disability: "A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities".

Key Objective

To reduce and eliminate barriers for access to

- the curriculum
- full participation within the school community for pupils, pupils' parents with a disability

Introduction

Annemount School is committed to making the facilities accessible to all. The School selects pupils according to aptitude and suitability to the curriculum programme of the school. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

The school's building is located in a protected environment with very little planning opportunity to make changes to the building itself or the building's footprint.

The Accessibility Plan will outline how the school will:

- **improve the physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils" Annex A)

- **make improvements in the provision of information**

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from the office. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils" Annex A)

- **increase access to the curriculum; Education & related activities**

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, ISA and ISI and of appropriate health professionals from the local NHS Trusts. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils" Annex A)

The school completes an annual checklist. The school takes into account the following areas when conducting an Accessibility Plan for its current cohort at the beginning of an academic year. Reviews are made throughout the year when and where necessary.

- Transport Access
- Car Parking and Setting-Down
- Visual Identification
- External Approaches
- General Circulation
- Entrances and Doors
- Playgrounds
- Classroom and Facilities
- Ramps
- Handrails
- Steps and Stairs
- Sanitary Facilities
- Visual Contrast
- Lighting
- Signage
- Communication systems
- The Acoustic environment
- Management and Maintenance
- Gender Reassignment

Accessibility Plan

Goal: Disabled pupils have access to and are able to participate in the school's curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. The school endeavours to differentiate activities appropriately and/or to provide alternative tuition so as to ensure that all pupils, including those who are disabled, make good progress according to their individual abilities. Improvement of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), the school aims to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. The school aims to meet every child's needs within inclusive, mixed-ability classes.

It is a core value of the school that all children are able to participate fully in the broader life of the school.

	Strategy	Timescale	Success Criteria	Resources	Who is responsible ?
Short Term	<ul style="list-style-type: none"> Differentiate activities in classrooms Use Assessment for Learning (AFL) indicators regularly to monitor the progress and understanding of pupils who are considered and registered as disabled 	Immediate effect/ Ongoing	Disabled pupils access both the core and extra- curricular activities	Provision Maps Training Learning Support Teacher for Literacy Writing Slopes Wobble Cushions Pencil Grips Fidget objects Coloured reading rulers	SENCO, Class Teachers, Classroom Assistants, Learning Support Teacher
Medium Term	<ul style="list-style-type: none"> Ensure pupils with an EHCP or Individual Target Plan are differentiated for appropriately and in accordance with their plan Review and updated EHCP or Individual Target Plan and communicate findings with parents Focus Meeting records are updated for each child and shared with the Head Teacher and with the child's parents Pupils are regularly assessed in the core areas of learning to monitor attainment and progress 	Review six-weekly	Disabled pupils access the school's curriculum Disabled pupils are making good progress See above See above	See above See above. Children's reports from outside specialists inform recommendations	See above SENCO and Class Teacher Learning Support Teacher Class Teacher Head Teacher Class Teacher
Long Term	<ul style="list-style-type: none"> Annual assessment results are carefully scrutinised to establish the progress made by disabled pupils 	Annually	Disabled pupils are making good progress	Informal Dyslexia Assessments Informal observations and recommendations by neuropsychologist	Head Teacher Class Teacher Operations Manager

Goal: Disabled pupils have access to information in a different format if necessary

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information will be arranged, in a relevant format for disabled pupils, parents and staff.

Parents and staff receive information in a variety of ways including email, telephone, face-to-face meetings, PTA talks and Parent Information evenings.

Information for both parents and pupils may be provided in writing or through alternative media such as tablet, pictures, photographs, animations and videos.

Disabled pupils without access to one or more of the above methods of communication will be provided with information in the manner most appropriate to their understanding.

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. In planning to make written information available to disabled pupils the school will need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure and external agencies will enable access to a range of supportive materials.

	Strategy	Timescale	Success Criteria	Resources	Who is responsible?
Short Term	<ul style="list-style-type: none"> To establish the level of understanding of a disabled child To understand the way in which the disabled child is able to communicate and to provide information for that child in said manner, for example: using pictures 	Immediate effect /Ongoing	Disabled pupils understand the information provided	Visual Timetables Writing Slopes Wobble Cushions Pencil Grips Fidget objects Coloured reading rulers SLT /OT reports to inform planning Small Circles In house Learning Support Welcomed speech therapist for individual pupil	SENCO Class Teacher Learning Support
Medium Term	<ul style="list-style-type: none"> To include the child's methods of communication and understanding from their EHCP/Individual Target Plan and to review progress regularly 	Termly	Disabled pupils understand the information provided Disabled pupils establish a familiar method of communication for understanding with their teachers Disabled pupils' understanding of information is improving	See above	See above
Long Term	<ul style="list-style-type: none"> Disabled pupils have an established method of communication with their teachers and peers 	Annually	Disabled pupils understand the information provided	See above	See above

Goal: Disabled pupils to be able to take full advantage of education and associated activities and services offered by the school

The school will take account of the needs of those with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Disabled pupils participate in curricular and extra-curricular activities. Those who are disabled are able to access the entire ground floor with ease. Accommodations can be made to ensure their comfort.

In cases where a pupil may need the school to make alterations to the physical environment, the school will assess on a case by case basis, as to what measures it can reasonably take to meet these needs e.g. carpeting a classroom, sound-proofing, relocation of classrooms and activities. In the case when a child would not be able to participate in a session, alternative tuition will be offered by another teacher (e.g. wheelchair-bound and therefore not able to do gymnastics.)

	Strategy	Timescale	Success Criteria	Resources	Who is responsible ?
Short Term	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of EHCP process To ensure disabled pupils are able to take part in all planned activities and to offer an alternative plan in cases where this is not possible, which is decided by the Head Teacher and communicated to parents To ensure disabled pupils are able to take part in after school clubs, so far as is safe and appropriate for them to do so To ensure driveway, roads, paths around school are as safe and accessible as possible. 	Immediate effect/ Ongoing	<p>Disabled pupils are able to take advantage of education and associated services at the school , including but not limited to:</p> <ul style="list-style-type: none"> Health and hygiene facilities Classroom based curriculum Extra - curricular lessons The playground and suitable play equipment Off-site visits and learning After school clubs Assemblies and other such whole-school meetings or displays Holiday camps 	The school provides small and quiet spaces for targeted individual work and small group work such as the newly established library.	Head Teacher Operations Manager Class teacher Learning Support
Medium Term	<ul style="list-style-type: none"> Regular and timely Health and Safety and premises' checks by staff and Health and Safety manager, including obstacles for disabled pupils Health and Safety Manager to report any concerns regarding access to Head Teacher and a plan of action to be put into place 	Termly	<p>Disabled pupils are able to take advantage of education and associated services at the school , including but not limited to:</p> <ul style="list-style-type: none"> Health and hygiene facilities Classroom based curriculum Extra - curricular lessons The 	Appointment of Full-Time Operations Manager with a focus on Health and Safety	
Long Term	<ul style="list-style-type: none"> To continue to ensure that disabled pupils have access to areas around the school and the playground and to provide alternate provision or a plan of action in cases which highlight access concerns 	Annually	<ul style="list-style-type: none"> Classroom based curriculum Extra - curricular lessons The 	Astroturf will be considered for 2022 to improve the quality of access to the whole garden in all weather	

			playground and suitable play equipment <ul style="list-style-type: none"> • Off-site visits and learning • After school clubs • Assemblies and other such whole-school meetings or displays • Holiday camps 	Consideration for classroom location and layout/furnishings is made depending on individual cases e.g. hearing impaired/broken limbs/compromised mobility Consideration for disabled visitors is made when planning events	
--	--	--	---	---	--

Related Documents and Policies

- Behaviour and Anti-Bullying Policy
- Curriculum Policy
- First Aid Policy
- Health and Safety Policy
- Safeguarding Policy
- Special Educational Needs and English as an Additional Language Policy
- Equality Policy
- Accessibility Plan Annual Checklist (Annex A)

Review

In accordance with good practice, many aspects of the Accessibility Plan are ongoing and are regularly reviewed by teaching staff and senior management.

The Accessibility Plan will be reviewed and updated annually, as appropriate.

Date: 13th July 2023

First Review: 1st July 2024

Second Review: 14th July 2025

Third Review: add dates

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Y/N	Notes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

Has consideration be made for the following:

	Y/N	Notes
Transport Access		
Car Parking and Setting Down		
Visual Identification		
External Approaches		
General Circulation		
Entrances and Doors		
Playgrounds		
Classroom and Facilities		
Ramps		
Handrails		
Steps and Stairs		
Sanitary Facilities		
Visual Contrast		
Lighting		
Signage		
Communication systems		
The Acoustic environment		
Management and Maintenance		
Gender Reassignment		