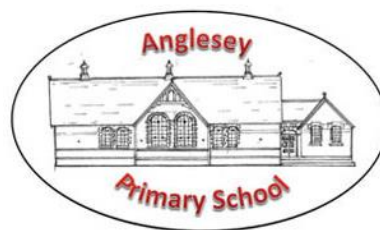


Anglesey Primary School

Accessibility Plan January 2022-2025



School aims, values and ethos

At Anglesey Primary School, we strive to ensure that all pupils are valued and are supported to achieve their full potential in a caring, nurturing and inclusive environment. It is crucial that all pupils have equal access to high quality teaching, full access to all areas of our school and all written content. We value all of our pupils, their families and our local community and so strive to remove barriers whether in the physical environment, in the classroom or in how we communicate with our stakeholders. As a school, we work with a range of external agencies and in line with the Equality Act 2010 and SEND Code of Practice 2014 to ensure that we provide a high level of support to all of our pupils. We aim to prepare all of our pupils for the responsibilities and experiences of life by providing a curriculum that is rich in high quality lessons and valuable learning experiences. We recognise and celebrate individuality and success in order to nurture life-long learners who have high self-esteem and confidence. As a school, we ensure that we treat all pupils fairly and with respect, in order to provide access and opportunities for all.

Contextual Information

Anglesey Primary School is a 3-form entry school with 754 pupils on roll. It has a split site with two, 1 storey buildings and the Resource Base which was built in 2010. Over several years, the school building has been adapted and developed to improve accessibility.

We cater for children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

Current access arrangements at Anglesey.

- Most areas of the school are accessible to all pupils.
- There is one disabled parking bays on the Infant site car park.
- Disabled toilet facilities in the main school building (both sites) are fitted with a handrail and a pull emergency cord
- The reception area is fully accessible for wheelchair users. Several entrances have ramped access and the
- Personal Emergency Egress Plans are in place for identified pupils and will be implemented according to need.
- All school information is available in large print on request and pupils with visual stress have access to appropriately coloured overlays.
- The school supports any available partnerships to develop and implement this plan.
- Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments made.
- All lessons, education visits, learning experiences and after school clubs are accessible to all pupils irrespective of attainment or need.
- Expectations for all are high and everyone is valued and made welcome.
- A school Pastoral and SEND Team work to identify and eliminate barriers to learning and participation.
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups.
- The school has a clear complaints procedure and an 'open door' policy to ensure issues are dealt with promptly.
- If you have any concerns relating to accessibility in school, please contact the headteacher.
- This plan will be made available online on the school website.

Purpose of this plan

Under the Equality Act 2010, it is statutory for schools to have an Accessibility Plan. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, staff, Governors and members of the wider community who may have a disability, in order that all may have the fullest possible access to our provision. Where pupils and prospective pupils are concerned, school also acknowledges its non-discrimination and planning duty under the SEND Code of Practice 2014.

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. Under this Act, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out 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.

Our school is committed to ensuring that all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will endeavour 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 plan was drawn up following a detailed audit of the three areas – , access to school curriculum, access to physical environment of school and access to written information.

Accessibility Action Plan

Increasing access for disabled pupils to the school curriculum.

At Anglesey, improving teaching and learning lies at the heart of our ethos. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes and ensure that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success criteria
To improve access to ICT equipment for pupils who require alternative recording methods.	Training for staff and pupils on accessible features on iPads, laptops and pcs. Purchase of reading pens	Autumn 2023	SENCO Bursar	All pupils with identified visual stress will be able to adapt their screen. Pupils with Dyslexia will be able to use ICT to record in lessons.
To ensure that all teachers can plan to meet the needs of their pupils using High Quality Teaching Strategies.	Training for staff on reasonable adjustments, scaffolding/differentiation.	Summer 2023	SENCO	All staff will be aware of and using agreed strategies to support pupils with SEND.
To ensure that teachers are aware of access arrangements for formal/statutory assessments.	Training for staff on access arrangements/requirements	Summer 2023	SENCO/SLT	Teachers will be able to plan support for formal assessments and liaise with parents regarding participation.

Ensure all staff have thorough understanding of disability equality issues	Identify staff meeting time to deliver in house training	Ongoing	SLT	All staff will understand the requirements of the Equality Act 2010
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 Leadership meetings to review policies.	Ongoing within policy review cycle	SLT	All policies clearly reflect inclusive practice and procedure
To provide support, scaffolding and resources to enable access to the curriculum.	To comply with the Equality Act 2010 Awareness training for staff and pupils.	Ongoing	SLT	Curriculum is clearly differentiated/scaffolded to meet the needs of all pupils. All pupils able to access the curriculum and make progress.
Ensure that resources are tailored to the needs of pupils and reasonable adjustments made.	To comply with the Equality Act 2010 Audit of resources and need. Provide training for staff.	Ongoing	SENCO/SLT	Specially adapted resources are in place tailored to individual needs. Resources are used to support High Quality Teaching.
To ensure that there is representation of people with disabilities in school and when using curriculum resources.	To comply with the Equality Act 2010 Audit visual displays.	Ongoing	SLT	Curriculum resources are fully inclusive and there is visual representation around school.

Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom in order to fully meet their needs. School will seek advice from specialist agencies.

Target	Strategies	Time scale	Responsibility	Success criteria
To enable pupils, staff, parents or visitors with a hearing impairment to access to all events throughout school.	Purchase portable Hearing Loop. Ensure that equipment is tested/maintained termly.	Autumn 2023	Bursar IT technician	All attendees will be able to make use of the Hearing Loop and get full access to all events in school.
Improvements to support our visually impaired staff, pupils and visitors.	All external steps/thresholds to be re-painted in yellow/non-slip paint.	Summer 2023	Bursar Site Manager	Hazards highlighted to increase safety for all including those with a visual impairment. All areas to be monitored and maintained in line with cyclical maintenance.
To ensure that designated parking is available to staff and visitors with mobility needs.	Identify spaces on the junior car park, nearest the reception entrance for disabled parking.	Summer 2023	Bursar Site Manager	Accessible parking to allow access to the main reception area.
To ensure that toilet facilities are safety compliant.	Maintain the service pull cord	Ongoing	Bursar Site Manager	Service Pull Cord tested regularly. Users will be able to alert others that they may need help.
To ensure access to reception class entrance for all.	Build ramp to the front entrance of the reception class.	Autumn 2023	Bursar Site Manager	Wheelchair users others with mobility needs will be able to access the reception classes.

Improving the delivery of written information to pupils, staff, parents, carers and other members of the school community

This will include planning to make written information available to all pupils and parents including those with a disability. This might include hand-outs, letters and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

Target	Strategies	Time scale	Responsibility	Success criteria
To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school.	Key information for visitors will be provided in audio form.	Autumn 2023	Bursar IT Technician School office	All visitors to the school will receive key information in a form that is accessible to them.
Availability of written material in alternative formats	Improve availability of information for parents: <ul style="list-style-type: none">• Translated documents provided where appropriate• Translate function on school website• Large print resources• Braille• Pictorial or symbolic representations.	Autumn 2023	School office staff Bursar	Information to disabled pupils/parents is appropriate. Written information available in alternative formats.