

# Accessibility Plan

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**UNITED WE ARE  
WORLD CLASS**

**Accessibility Plan**

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# 1. STARTING POINTS

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy Committee of the 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 to disabled pupils 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## 1A The purpose and direction of the school's plan: vision and values

We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which children bring to school.
- form positive partnerships between home, school and community.
- prepare children for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development.
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
- prepare children for their future role in society developing their knowledge, skills and attitudes.

## 1B Information from pupil data and school audit

Prince Albert School is a large three form entry primary school, that is part of the Prince Albert Community Trust, catering for 726 pupils, aged 3 to 11. Around 27% of the children have been identified as having Special Educational Needs or a Disability. All staff have experience of working with children with Special Educational Needs and Disabilities and a range of continuing professional development opportunities are made available to further develop expertise. The school has a large Inclusion and Pastoral Team who have undergone specialist training in order to fully meet the needs of children with SEN and disabilities.

## 1C Views of those consulted during the development of the plan

Prince Albert School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents, staff, external agencies working with the school and pupils.

# 2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum

2B environment

2C information

See full plan after Section 3B

### 3. MAKING IT HAPPEN

#### 3A Management, co-ordination and implementation

The School's Accessibility Plan will be presented to the Academy Committee for approval. It is a three year plan that will be reviewed annually by the school Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- have we done what we said we would?
- has it had any impact?

This will be reviewed by the Academy Committee. The Plan will be revised as necessary during its lifetime.

The lead responsibility for the implementation of the plan will be the Head of School, although the Lead Practitioner for Inclusion and SEND and other members of the Senior Leadership Team will may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales and will be reflected in the Inclusion action plan and budget plans for site and inclusion.

#### 3b Making the plan available

The School's Accessibility Plan will be available on the website.

Hard copies of the Plan are available on request from the school office.

### Accessibility Action Plan

#### 2A Increasing the extent to which disabled pupils can participate in the school curriculum

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Ensure that all new staff have the necessary training and support to enable them to support children with Special Educational Needs and Disabilities so they are fully involved in school life.	NQT training programme.  Training offered termly through PLD offer.  In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion	January 20	Ongoing each year	95% of new staff will demonstrate an increased level of confidence in meeting the needs of children with SEND through staff questionnaires.	Monitored informally every fortnight by SLT. Reviewed termly by HoS.
Teachers and T.A.s aware of a range of strategies they can use to support the full range of SEND within their class.	Training sessions to share strategies for the five main areas of need within SEND.  Share PACT provision matrix.  Lead Practitioner for Inclusion to support	Lead Practitioner for SEND AHT's	Sept 20 Sept 21 Sept 22	July 21 July 22 Jan 23	100% of staff will understand the needs of the children on their SEND register and will have a bank of strategies that they can use to support them.  Throughout the year, 90% of strategies suggested by outside agencies will be put in	Monitored by SLT

	<p>staff within year group meetings.</p> <p>Access to training via PLD offer each term.</p> <p>Fortnightly learning walks.</p> <p>Develop one page profiles for each child on the SEN register.</p>				place for a sustained period of time.	
<p>All staff aware of the needs of children with complex SEND within their class and how best to support them.</p>	<p>In the summer term, new class teacher to attend a PCR for children with complex needs who will be in their new class, alongside parents, current class teacher, outside agencies and pupil.</p> <p>Lead Practitioner for Inclusion &amp; SEND to meet with each class teacher and year group to talk about the needs of children with complex needs coming into their new class.</p> <p>Handover meeting with current class teacher to share one page profile and strategies.</p> <p>Opportunity for new class teacher to meet with</p>	<p>Lead Practitioner for SEND and Inclusion</p> <p>SLT</p>	July 2020	Ongoing each year	95% of teachers and TA's will have a clear understanding of the needs of children with complex SEND in their class.	Monitored by SLT.

	external agencies who are frequently involved with the child.					
Develop inclusive classroom checklist to support staff in ensuring they are doing everything they can to meet the needs of children with SEND.	Develop inclusive classroom checklist. Share with all staff. Include in requirements for environmental monitoring	Lead Practitioner for SEND & Inclusion	May 2020	Sept 2020 Ongoing each year.	The school will have an agreed Inclusive classroom checklist that is shared with all staff. 85% of classrooms will be meeting the requirements of the Inclusive classrooms checklist	Monitored every half term through learning walks
Develop into an Autism friendly school.	Investigate ASC friendly status. Self assess against criteria. Write action plan	Lead Practitioner for SEND & Inclusion	Sept 2021	July 2022	The school will have achieved Autism friendly status.	Monitor progress half termly.
Provide ipad with keyboard and pencil for children with a visual impairment to support access to curriculum.	Get quotes and order resources	Lead Practitioner for SEND & Inclusion	April 2020	September 2020	Children with a visual impairment will have an ipad with pencil and keyboard.	Lead Practitioner for Inclusion & SEND.
For all children on the SEND register to have a One Page Profile to ensure their needs are fully met	Staff to be given a day in summer term to create these profiles.	Lead Practitioner for SEND & Inclusion SLT	April 2020	September 2020	All children will have an effective one page profile that highlights the key strategies to support their needs.	A Shotter
To offer specialist provision for children with complex SEND in an inclusive environment.	Continue to provide nurture group provision with integration into mainstream lessons and activities as appropriate.	Lead Practitioner for SEND & Inclusion	September 2020	Ongoing	All children who meet the thresholds for nurture group provision will be supported in this way.	A Shotter

**2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services**

<b>Proposal/Issue to be addressed</b>	<b>Action</b>	<b>Who will be responsible for implementing the action</b>	<b>Start date</b>	<b>Proposed completion date</b>	<b>Impact</b>	<b>Monitoring</b>
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Ensure that Y5 and Y6 is accessible to motorised wheelchair.	Work with PDSS & Site staff to ensure that: Ramps are of a suitable width Angle of turn at top of ramp is appropriate Steps/lips on doorways are low Gradient of ramps are suitable There is access to the same opportunities on the ground floor as upstairs and the classroom is suitably positioned.  Toileting facilities are appropriate to meet the needs of the child.	Lead practitioner for SEND & Inclusion  Scott Lewis/Kevin Jackman  HoS	April 2020  April 2021	Sept 2020  Sept 2021	As much of the building on the ground floor will be accessible to wheelchair users	Monitoring by PDSS, Lead Practitioner for SEND & Inclusion & site team.
Accessible positioning of doorbell at main entrance	Arrange to have an additional doorbell positioned at an accessible height for the main entrance.	Head of School K Jackman S Lewis	Sept 2020	July 2021	PA will have a doorbell on the main door at an accessible height.	S Lewis/K Jackman
Review suitability of changing facilities for children with personal care difficulties	Environmental audit with PDSS and site staff. Identify alternative position for children with personal care difficulties. Look at the need to replace the changing table in nursery.	Lead Practitioner for Inclusion & SEND S Lewis/K Jackman S Paddock (PDSS)	April 2020	Sept 2020	Changing facilities will be the most suitable available for the children to use.  Another area for a personal care facility will be identified if appropriate	A Shotter S Lewis/K Jackman
Ensure that Reception is accessible to a wheelchair user.	Work with site staff and PDSS to check that the reception classes are accessible to	A Shotter S Lewis K Jackman	April 2020	Sept 2020	Reception class will be fully accessible to child in wheelchair	A Shotter S Lewis/K Jackman

	a wheelchair user.  Design a PEEP for a specific child.					
Develop a library facility for children with mobility difficulties who cannot access the stairs.	Identify a suitable accessible space. Order accessible furniture. Stock with books.	Lead Practitioner for SEND & Inclusion Site Staff SLT	June 2021	December 2021	There will be an appropriate, high quality library facility available in an accessible location.	A Shotter
Ensure disabled parking facilities are available	Identify disabled parking space Ensure appropriate markings and sizing are adhered to Inform all staff of how the space should be used.	A Shotter Lead Practitioner for SEND & Inclusion Head of School Scott Lewis	July 2020	Sept 2022	There will be a legally compliant disabled parking space available at school.	A Shotter

## 2C Improving the delivery of information that is provided to all stakeholders

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Provide personalised learning resources for children	Work with each year group to look at the range of SEN needs across the year group. Then identify specific resources that could be used to support individuals or groups of children.	A Turner	Sept 2017	Sept 2018	85% of children with SEN will have some personalised learning resources available to them within their year group.	A Shotter
Widen use of group call and Twitter to communicate with parents	Investigate how these facilities could be used more effectively. Gain parental permission if needed. Start texting relevant information using	ICT Support Admin Team	Sept 2020	Ongoing	75% of parents will receive important dates and information via text message.  40% of parents will access the school Twitter	J Mitchell



	groupcall and twitter.				feed for updates.	
Availability of written material in alternative formats	Investigate software and equipment available to convert written information into alternative formats.  Widgit software	ICT Team Admin Team	April 2021	December 2022	25% of written information will be available in alternative formats as standard practice. 50% of written information will be presented in alternative formats on request from parents.	SLT
Develop induction pack for new pupils that includes pictures, visual cues and dual language labels for key information such as school uniform.	BFLP/EAL Co-ordinator to work with admin team to adapt existing induction pack.	EAL Co-ordinator SLT Admin Team	Sept 2020	In place by July 2021	85% of families joining the school with have their understanding supported through visual resources or dual language resources.	Head of School