

Accessibility Plan

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Accessibility Plan

Contents

1. STARTING POINTS 3
Introduction 3
1A The purpose and direction of the school’s plan: vision and values..... 3
1B Information from pupil data and school audit 3
1C Views of those consulted during the development of the plan..... 3

3. MAKING IT HAPPEN 4
3A Management, co-ordination and implementation 4
3b Making the plan available 4

Accessibility Action Plan 4
2A Increasing the extent to which disabled pupils can participate in the school curriculum 4
2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services 6
2C Improving the delivery of information that is provided to all stakeholders 7

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.	ECT training programme. Training offered through out the year In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion	Sep 22	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 across the curriculum subjects.	Training sessions to share strategies for the five main areas of need within SEND. Share provision matrix. Lead Practitioner for Inclusion to	Lead Practitioner for SEND AHT's	Sep 22	Ongoing each year	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	Monitored by SLT

	<p>support 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>				will be put in 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 & 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>	Sep 22	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 into an Autism friendly school.	Investigate ASC friendly status. Self assess against criteria. Write action plan	Lead Practitioner for SEND & Inclusion	April 23	July 2025	The school will have achieved Autism friendly status.	Monitor progress half termly.
Provide appropriate support for children with a hearing impairment to support access to curriculum.	Hearing support team to provide technology and support to both staff and children	Lead Practitioner for SEND & Inclusion	Sep 22	Sep 24 Monthly visits	Children with a hearing impairment will have access to the appropriate technology to ensure that they can access the full curriculum	Lead Practitioner for Inclusion & SEND. M Huges
For all children on the SEND register to have a One Page Profile to ensure their needs a fully met	Staff to update One Page Profiles termly. Staff to create a One Page Profile for any newly identified SEND children	Lead Practitioner for SEND & Inclusion SLT	Sep 22	Ongoing termly	All children will have an effective one page profile that highlights the key strategies to support their needs.	Lead Practitioner for Inclusion & SEND. SLT
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 2022	Ongoing	All children who meet the thresholds for nurture group provision will be supported in this way.	A Shotter Lead Practitioner for Inclusion & SEND. SLT
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.	Lead Practitioner for Inclusion & SEND	Sept 22	Ongoing	85% of children with SEN will have some personalised learning resources available to them within their year group.	Lead Practitioner for Inclusion & SEND.

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

Proposal/Issue to be	Action	Who will be responsible	Start date	Proposed completion	Impact	Monitoring
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addressed		for implementing the action		date		
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	March 23	Sep 23	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)	March 23	Yearly	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	S Lewis/K Jackman Lead Practitioner for Inclusion & SEND.
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.	HoS Lead Practitioner for Inclusion & SEND.

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
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	March 23	July 24	25% of written information will be available in alternative formats as standard practice. 50% of written information will be presented in alternative	SLT

					formats on request from parents.	
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	March 23	In place by July 24	85% of families joining the school with have their understanding supported through visual resources or dual language resources.	Head of School
To sign post parents to the SEN information report and enable parent's views to make suggestions for improvement	To review the SEN information report in accordance to school policy Upload new report once completed. To invite parents to participate in the review process.	Lead Practitioner for Inclusion and SEND PSS	March 23	Sep 23	85% of parents will be aware of the SEND Information report	Lead Practitioner for Inclusion and SEND