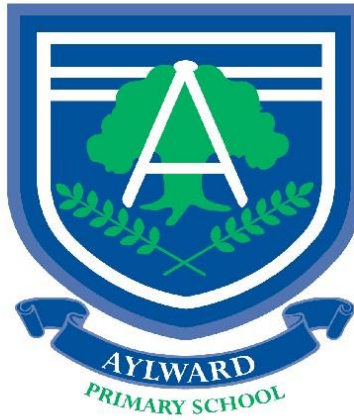




AYLWARD PRIMARY SCHOOL

ACCESSIBILITY PLAN

GB Committee Responsible:	Finance & Premises
Reviewed by:	Clive Westall
Review Date:	November 2024
Approved by Committee:	November 2023
Next Review Date of Policy: Next Review Date of Policy: Next Review Date of Action Plan: Next Review Date of Action Plan:	November 2026 November 2023 November 2022 November 2021

AYLWARD PRIMARY SCHOOL

Accessibility Plan 2024

1. Context

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that:

“... schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation..”

Aylward Primary School is committed to following the Department for Education (DfE) advice on the Equality Act 2010 and our Accessibility plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable students with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to students with disabilities.

We "have regard to the need to provide adequate resources for implementing plans".

2. School Aims, Vision and Values

Aylward Primary School is dedicated in the equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

We will further develop our Accessibility Plan to promote disability equality in other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan.

3. What do we understand by ‘disability’?

You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities:-

- ‘Substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.
- ‘Long-term’ means 12 months or more, eg a breathing condition that develops as a result of a lung infection.
- There are special rules about recurring or fluctuating conditions eg arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Additionally, where students with disabilities are placed at a substantial disadvantage, we will consider whether any reasonable adjustment can be made to overcome that disadvantage.

4. The School's Strategic Priorities

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

All aspects of school life actively promote an environment of equality and inclusion for all members of its community. Our priorities are as follows:-

Participation and engagement

Engaging disabled pupils, staff, parents and local community to develop a voice (parents and governing body) – We will monitor the inclusion of disabled representatives on the School Council. We will reflect on the following questions. Are all governors aware of their statutory responsibility to promote disability equality?

Eliminating harassment and bullying - We will ensure that Aylward's anti-bullying policy specifically refers to bullying which can be directed at disabled children and adults.

Access to the curriculum

Behaviour and exclusions – We will monitor if reasonable adjustments have been made to the behaviour policy for disabled pupils.

Teaching and Learning – We will ensure that all teaching staff are aware of their responsibilities under the Equality Act 2010 and they apply it in their planning and teaching. Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies. We will investigate ways joint planning time could be made available during the school day for teachers and teaching assistants on a regular basis.

Curriculum – developing positive attitudes – We will ensure that some part of the curriculum in each year raises disability equality issues. (Needs of different groups of disability pupils).

Data collection, monitoring and assessment – We will continue to monitor the pupils by impairment. This includes the identification of all disabled pupils in our database. We will update our school admission form to identify needs of their access needs.

Employment

Employing and promoting, training disabled staff – The school will monitor the number of staff it has who count as disabled under the Equality Act 2010. We will provide reasonable adjustments for disabled staff.

Access to information and services

Lunchtime or after school clubs and trips – We will ensure that all pupils, parents/carers or staff can participate in visits/activities if reasonable to do so. However a risk assessment will be carried out if the safety of the child or his peers is in doubt and a decision to not include a disabled child may be made in the light of such an assessment.

Medical and personal care needs – Disabled children and their parents/carers will be consulted on how they want the procedure or administration of medication carried out and a Care Plan will be drawn up.

Health and Safety – Evacuation procedures will take full account of the needs of disabled people.

Admissions, Transitions – Information gathered on the school admission form will be used to ascertain the prospective needs of a disabled pupil and / or their parents / carers. An induction programme (for example a planned entry to school) may then be implemented if deemed appropriate.

Physical access

Lettings and use of building by community – The school's lettings policy will specify the type of adjustment that the school and other local services can provide. Access for disabled users has been planned for, all new capital projects will be designed to maximize access of disabled children and their parents/carers (reasonable adjustments). For example the new school building and grounds have been planned to provide suitable access for disabled users.

Information we will collect

We will monitor:-

- Admissions of disabled pupils;
- Exclusion of disabled pupils;
- Disabled pupil attainment;
- Recruitment, retention and career development of disabled staff;
- Effectiveness of reasonable adjustments;
- Adjustments made to School Policies to reflect Disabled Pupil / Staff and Parents.

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

Action plan

Our priority actions are included in the attached action plan.

- See Appendix 1 for the Action plan 2023-26
- See Appendix 2 for the progress update on the action plan during 2020-2023.
- See Appendix 3 for the updated Action Plan for 2017-2020 (updated 29th November 2018)

- See Appendix 4 for the updated Action Plan for 2017-2020 (updated 28th November 2019)

- **Review and Progress**

- This Accessibility Plan has been reviewed following completion of the new building. The policy will be reviewed every three years through the Finance and Premises Committee of the Governors and progress on the action plan will be updated annually. The following factors would be considered:-
 - Current and potential future needs;
 - Particular individual needs that may not have been pertinent previously;
 - How effective the plan has been;
 - The aims of 'accessibility';
 - Changes in staffing and pupil population;
 - Duties under the Equality Act.
- The Accessibility Plan is available to all stakeholders on the school website.

This document is to be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Equality Information and Objectives
- Child Protection Safeguarding Policy
- SEN Policy
- Supporting Pupils with Medical Conditions

Appendix 1
2023-2026

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)	Progress and Impact
Curriculum Further develop the school's curriculum so that it is more accessible to SEND children.	<ul style="list-style-type: none"> Monitoring of children's work across the curriculum to identify strengths and areas for development. 	<p>Good practice is captured and evidence of improvement as seen in book looks</p> <p>Clear picture of strengths and areas for development in all subjects.</p>	Termly	FLT/SLT/Subject leaders	<p>Leaders across the school are involved in a planned cycle of monitoring. This includes book looks, learning walks, drop in and lesson observations. The School Improvement Partner also evaluates provision via termly visits to the school.</p> <p>A key focus for the above is evaluating how teaching and the curriculum is being adapted for children with SEND</p> <p>Subject leaders meet with groups of children across the school to evaluate the impact of the curriculum. This includes talking to Send children.</p>
	<ul style="list-style-type: none"> Building upon children's prior learning by making further links in medium term plans and reference being 	Children able to build upon their and make sense of their learning.	From September 2023	Assistant Headteacher for the curriculum	<p>Subject leaders review medium term learning overviews each term to evaluate the activities and approaches class</p>

	made in lessons classroom.		Ongoing	Inclusion leader	teachers will take to make meaningful links with prior learning. It is also a focus during lesson observations. Good practice has been shared during staff meetings.
	<ul style="list-style-type: none"> • Training/ sharing good practice that demonstrates how the curriculum is adapted. 	New skills and approaches are seen being used during lesson observations and learning visits.	Twilight sessions September 2023	Inclusion leader	During 2023-24 the focus for the twilight sessions was upon further developing adapting communication skills between adults and so that children are able to successfully access learning. The school will shortly applying for the communication friendly award.
	<ul style="list-style-type: none"> • Maximising adult support in the classroom based upon the Education Endowment Foundation (EEF) research. 	Consistent practice across the school, where support is maximized across. Lesson observations, learning walks and	<p>Ongoing</p> <p>Termly</p>	<p>Inclusion leader and class teachers</p> <p>Teaching staff/Phase leaders</p>	Following training based around the EEF research, lesson observations and drop-ins have focused upon the impact of the training. Staff are being used more flexibly within the classroom to maximize support.

	<ul style="list-style-type: none"> • Replenishment of resources in the classroom that will enable good access. • Continue to work with parents through support plan meetings, as part of parent teacher meetings. • Lesson are adapted so that they enable all learners to access the teaching. 	<p>book looks demonstrates high quality support in place.</p> <p>Evidence of resources being effectively used within the classroom.</p> <p>Parents clear about their children's next steps and evidence of good progress.</p> <p>Learning visits and lesson observation demonstrate learning being made accessible to</p>	Ongoing	Teaching staff	<p>Further resources have been purchased including the introduction of low level high interest books.</p> <p>Education support plans are discussed with parents during the autumn and spring term as part of parent teacher meetings. During the summer term, separate meetings are arranged.</p> <p>Lesson observations continue to demonstrate that teaching is adapted in a range of appropriate ways to help all children access learning. Feedback is also given</p>
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		all groups. Internal data demonstrates that all children are making good progress.			when further approaches can be implemented.
Building and the school grounds.	<ul style="list-style-type: none"> Continuing to ensure the new school building and school grounds are fit for purpose and enable access for all. Future projects to develop the outside environment ensure all children have appropriate access. Review the schools letting policy and practices so that 	<p>Monthly site walk around demonstrate issues are raised and addressed.</p> <p>Matters raised by maintenance email are successfully addressed.</p> <p>All children have access to new resources</p> <p>Feedback from users</p>	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SBM and Site Supervisor</p> <p>Site supervisor</p> <p>Headteacher</p> <p>School office team.</p>	<p>Monthly meetings have continued to focus upon areas that need addressing, including potential health and safety issues. Issues are RAG rated and reviewed at each monthly meeting. The introduction of key fob entrance controls to communal doors as well as increased lighting and CCTV have further improved the site.</p> <p>The new outdoor classroom, that was erected in November 2023, has been positioned so that there is easy access for all.</p>

	the building remains accessible to all uses		Autumn 2023 and ongoing		
Information					
School website	<ul style="list-style-type: none"> Website is reviewed to establish the average reading age needed to access information. 	To ensure materials are accessible for a reading age of no more than 10 years.	Annually	Office team	The School website is continually under review and adjustments made where appropriate.
Written information is available for parents with visual impairment	<ul style="list-style-type: none"> Larger print continues to be made available. 	Parents with sight impairment have greater access to information.	Ongoing	Office team	

Appendix 2 2020-2023

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)	Progress and Impact
Curriculum Further develop the school's curriculum so that it is more accessible to SEND children.	<ul style="list-style-type: none"> Monitoring of children's work across the curriculum to identify strengths and areas for development. 	<p>Good practice is captured and evidence of improvement as seen in book looks</p> <p>Clear picture of strengths and areas for development in all subjects.</p>	Termly	FLT/SLT/Subject leaders	<p>The school's curriculum has been revised so that that is clear progression of knowledge and skills across the year groups. Based upon these skills and progression grids, teachers plan a sequence of lessons for the respective units of work, which enables all children to access the learning and enable them to make progress and develop their learning.</p> <p>The OFSTED inspection highlighted the school's ambitious curriculum.</p> <p>The report also mentioned that: Leaders provide effective education for pupils with special educational needs and/or disabilities (SEND). They arrange for experts to work alongside school staff and provide training. This includes therapists and SEND experts within the school. As a result, teachers adapt subjects well so that pupils learn together. Those who attend the resourced provision for pupils with SEND are</p>
	<ul style="list-style-type: none"> SLT carrying out 'Day in the Life' 	<p>Clear insight into what learning looks like for SEND children and developments points raised are acted upon.</p>	Termly	Inclusion leader	
	<ul style="list-style-type: none"> Training/ sharing good practice that demonstrates how the curriculum is adapted 	<p>New skills and approaches are seen being used during lesson observations and learning visits.</p>	Ongoing	Inclusion leader	
	<ul style="list-style-type: none"> Replenishment of resources in the classroom that will enable good access. 	<p>Evidence of resources being effectively used</p>	Ongoing	Inclusion leader	

	<ul style="list-style-type: none"> Continue to work with parents through support plan meetings, initially via Microsoft Teams. Lesson are adapted so that they enable all learners to access the teaching. 	<p>within the classroom.</p> <p>Parents clear about their children's next steps and evidence of good progress.</p> <p>Learning visits and lesson observation demonstrate learning being made accessible to all groups. Internal data demonstrates that all children are making good progress.</p>	<p>Termly</p> <p>Ongoing</p>	<p>Inclusion leader and class teachers</p> <p>Teaching staff/Phase leaders</p>	<p>supported well. Leaders work closely with parents and a range of professionals to check that pupils get the right help.</p> <p>Progress in Reading, Writing and Maths by the end of KS2 in 2023, was above national comparators.</p>
Ensuring remote learning platforms are accessible to all children.	<ul style="list-style-type: none"> Remote learning policy published Suitable computer hardware or written materials provided for 	<p>Remote learning policy published on the school website.</p> <p>All children able to access online</p>	<p>October 2020</p> <p>Ongoing</p>	<p>Deputy Headteacher</p> <p>Headteacher/Class teachers</p>	<p>96% of parents indicated that they felt their children were well supported during the lockdown period by the school. This was due to the live teaching that was made available, as well as the hardware that was provided during the lockdown period.</p>

	children who do not have access to the online resources.	learning materials			<p>The school continues use online software to support learning where appropriate such as Mathletics, Education City, Timestables Rockstars, as well as Microsoft Sharepoint.</p> <p>The school has access to Microsoft Teams is remote learning was to e reintroduced.</p>
Building and the school grounds.	<ul style="list-style-type: none"> Continuing to ensure the new school building and school grounds are fit for purpose and enable access for all. Future projects to develop the outside environment ensure all children have appropriate access 	<p>Monthly site walk around demonstrate issues are raised and addressed.</p> <p>Matters raised by maintenance email are successfully addressed.</p> <p>All children have access to new resources</p>	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SBM and Site Supervisor</p> <p>Site supervisor</p> <p>Headteacher</p>	<p>Monthly site reviews involving the Site Supervisor, Business Manager and Headteacher, focus upon maintaining the safety of the site.</p> <p>New outdoor play equipment including outdoor staging, water play and sand area, as well as a mud kitchen was constructed during the academic year. A new outdopr shelter/classroom is to be constructed, November 2023.</p>

<p>Information</p> <p>School website</p> <p>Written information is available for parents with visual impairment</p>	<ul style="list-style-type: none"> Updating school website to include further functions that enable greater access. Website is reviewed to establish the average reading age needed to access information. Larger print continues to be made available. 	<p>Further function added where appropriate to support easy access.</p> <p>To ensure materials are accessible for a reading age of no more than 10 years.</p> <p>Parents with sight impairment have greater access to information.</p>	<p>2021-22</p> <p>Annually</p> <p>Ongoing</p>	<p>Headteacher/ School Business Manager</p> <p>Office team</p> <p>Office team</p>	<p>The school admin. team have worked alongside our current providers to continue to ensure that the website is accessible to all stakeholders.</p>
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Appendix 3

Accessibility Action Plan 2017 - 2020

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)	Progress and Impact
Good access for all children, parents, staff and visitors to the building.	<ul style="list-style-type: none"> School to work with the EFA and Kier during the demolition process to maximise accessibility for all students. Headteacher to attend monthly building meetings. 	Access routes to the new school are in place	February 2018	Headteacher SLT	The building and grounds are now completed apart and the defects period has come to a close. Full access of the site is available to children, staff, parents and visitors.
Development of the school grounds so that all children have meaningful access to the 'outdoor' classroom	<ul style="list-style-type: none"> Installation of outdoor shelters for Foundation Stage and Kaleidoscope to enhance outdoor learning. School to work with Kier and the EFA on the landscaping of the grounds. School to purchase a new trim trail for the school, that all children can access 	Landscaping completed with appropriate access for all groups. All children having access	December 2017 March 2018 April 2018	Headteacher SLT	The shelters are in place and helping to support learning for our EYFS and Kaleidoscope children. Two trim trails have been erected for both EYFS and KS1 and KS2 children. Two outdoor slides are now available for children to use. Landscaping is now complete and we are developing the use of our grounds, so that the whole school community can make fully benefit.
Promoting mental health and wellbeing for all pupils, staff and parents	<ul style="list-style-type: none"> Introduction of a school counselling service Use of learning mentors 	Feedback data indicates a positive uptake of the service.	September 2017-July 2020	Inclusion leader	Continued evaluation of data demonstrates that the counselling service is being widely used by the school community. Following a successful funding application we have renewed

					this service for a further 3 years.
Promoting health and fitness for all groups of children	<ul style="list-style-type: none"> Increasing links with outside sport providers using the school facilities. Developing the school grounds to promote outdoor exercise. 	<p>Greater number of children and the local community participating in sports clubs.</p> <p>Improvements in comparative health data</p>	Academic 2018-19	Headteacher SLT	<p>Up until the lockdown due to COVID 19, we have had a year on year increase in the number of clubs run by sports providers. Currently external providers are able to offer clubs such as football, basketball, archery, multiskills, zumba, circus skills, tag rugby and dance.</p> <p>During last year a range of external providers were invited in to support our PE curriculum. Organisations such as Watford Football Club, Middlesex Cricket Club, Saracens Rugby, FIT4Kids Skipping Workshop.co.uk were due to work with children and staff during the academic year but this was curtailed due to the impact of COVID 19.</p>
Development of the school as a Forest school	<ul style="list-style-type: none"> Training for staff upon the theme of Forest schools. Development of the grounds to support forest schools 	The school achieving the Forest School Award All children having access to the forest school facility.	Academic year 2018-19	Forest school leader	Our Forest school leader qualified last year. She has continued to lead sessions each week for groups of children from our Foundation Stage. She also led training for staff this term to help develop further awareness of how the outside environment can be used as a learning resource.

Appendix 4

Accessibility Action Plan 2016 - 2017

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)	Progress and Impact November 2017
All children to have access to the new school building.	<ul style="list-style-type: none"> School to work with the EFA and Kier to maximise accessibility for all students. Headteacher to attend monthly building meetings. SLT members to review plans (October 2016) with a focus upon accessibility. SLT to set out access routes in readiness for the move (February 2017). Staff to practice access routes and arrangements (part of additional closure days - April 2017). Following move into the building Headteacher to meet with EFA and builders to review snagging related to the new build. 	<p>The new school building meets disability access requirements.</p> <p>Movement into and around the school enables all children, staff and parents to have quick and safe access to relevant spaces.</p>	Summer 2016 - March 2017	Headteacher SLT	<p>The new school building was successfully opened in April.</p> <p>All children and staff have good access to rooms and facilities within the school building.</p> <p>Fire evacuation procedures have been successfully practiced.</p> <p>Snagging issues are being resolved.</p> <p>The current challenge is the long walk into the new school building, as we await completion of the demolition process of the old building.</p>