



Accessibility Plan

Reviewed: Jan 2021
Next review: Jan 2023

ACCESSIBILITY PLAN

Alderley Edge Primary School

1. Alderley Edge Community Primary school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The school recognises its duty under the DDA :
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
2. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
3. The school building dates from 1854 and as such presents numerous challenges in terms of access. Some areas are inaccessible to some users depending on their level of disability. It is not physically or financially viable to modernise them and make them fully accessible.

4. The 3 areas to be considered in this action plan are:

a) Improving Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Improving 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.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

5. The Governing Body are developing new Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. The existing accessibility audit and plans can be downloaded as a separate document.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum policy
 - Safeguarding Policy

- Teaching and Learning Policy
 - Equality Policy
 - CPD Policy
 - Health & Safety Policy
 - Educational Visits Policy
 - Special Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan
 - School Prospectus
 - Mission Statement
8. The School Prospectus will make reference to this Accessibility Plan.
9. Our Accessibility Plan will be monitored by the Assets Committee of the Full Governing Body and by Ofsted as part of their inspection cycle.
10. The school will work in partnership with the LA in developing and implementing this plan.
11. Our Accessibility Plan meets the requirements of the Disability Equality Scheme.

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Improving the Physical Access at Alderley Edge Community Primary School

Item	Activity	Timescale	Notes
Accessible car parking to be saved for those who require easy access only	Use of accessible parking spaces to be monitored and inappropriate use stopped. Make parents with disability aware of parking options	Ongoing	
To continue to work with outside agencies to establish and address issues with the school building to meet the needs of stakeholders with disabilities	Regular care plan meetings EHCP review meetings Work with Outreach teams to take advice on how to meet the needs of different children Work with school nurse and medical agencies to meet medical needs of the children	Ongoing	
Ramps, wheelchair accessible doors, toilets and a first aid treatment area.	To consider future improvements to the school building are compliant with DDA rules and regulations and the Equality Act.	Ongoing	

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Improving the Curriculum Access at Alderley Edge Community Primary School

Target	Strategy	Outcome	Timeframe	Achievement
To ensure ongoing training to provide support for staff in working with a variety of needs.	Respond to differing needs in the school by providing relevant training. Continue to work with outside agencies to support the staff in meeting the needs of the different children. Ongoing program of CPD for the staff linked to different learning needs e.g ASD, ADHD, SpLD, Speech and Language difficulties.	SENDCo to be aware of additional needs in school and coming into school and ensure appropriate training is provided to meet those needs. Effective liaison with outside agencies to support staff in teaching additional needs. CPD plan to contain ongoing training to address additional needs in school – SPiD, Speech and language, ESBD.	Ongoing CPD plan produced yearly and reviewed in conjunction with Improving Schools Plan and Strategic Plan	SENDCo SLT
To continue to develop the use of learning support assistants to deliver intervention strategies to support with different learning, physical and emotional needs.	To continually look for additional programmes to support the needs of the children.	A range of intervention programmes delivered. LSAs trained in delivering intervention strategies.	Ongoing	SENDCo
To ensure all out-of-school activities continue to be planned for so they are accessible to the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Staff to be aware of needs of the children when planning the trip and put into place	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All possible measures are taken to ensure that out of school activities are	Ongoing Activities reviewed regularly.	Increase in access to all school activities for all disabled pupils.

	strategies to ensure the trip/activity is accessible.	accessible to all. A range of out of school activities provided that are accessible to all. Adjustments made to ensure activities are accessible to all. Use of disability access coaches when possible for main visits		
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes/learning spaces both indoors and outdoors.	Adjustments to accommodate the needs of individual pupils are made in advance so that disruption to curriculum time is minimised.	Ongoing	Increase in access to the National Curriculum

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Improving the Form of Communication at Alderley Edge Community Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure the school website is kept up to date and the information is accessible and easily to read.	To take feedback on school website To keep website up to date and information current. To ensure fonts, background etc is dyslexia friendly.	Information on the website up to date. Website is dyslexia friendly.	Ongoing	SENDCO.
Make available our school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information accessible for all.	Ongoing	SLT
To look for different ways to communicate with parents to be more effective	Consider alternative forms of communication including twitter, newsfeeds, use of messenger to supplement Parentmail	Feedback taken from parents via surveys and parent forum on best communication options and acted upon.	Ongoing	SLT