



Albert Primary School Access Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Vision

At its heart, Albert Primary School is a community where we want everyone to flourish. Our school is a happy, caring, safe place to be.

We enable children to develop their own talents and to achieve their own individual potential. We value everyone and we support children to thrive, as individuals and as part of a team. We have a creative, broad and experiential curriculum, where we make connections across a range of learning experiences to develop talents, skills and knowledge, confidence, curiosity and compassion.

Albert Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. As a Local Authority School, Albert Primary works with Vale of Glamorgan LA in all planning and delivery of implementation plans. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Aim	Good practice	Actions	Person responsible	Completion	Success Criteria
<p>Ensure access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is continually reviewed to make sure it meets the needs of all pupils 	<p>Progress Meetings Review and update resources as required Whole school curriculum is inclusive IDPs, Learning Plans, regular reviews Termly monitoring activities</p>	<p>Head Class teachers, SLT ALNco</p>	<p>Ongoing</p>	<p>All children's needs are catered for Resources meet needs of children with additional needs Children are making strong progress from own individual starting baselines</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps where needed • Corridor width • Good corridor access (minimum storage/ blocking of access) • Disabled toilets available for adults • Shelves at wheelchair-accessible height 	<p>Check access round nursery provision.</p> <p>Health and safety site walks to check access</p> <p>Annual health and safety check by LA</p>	<p>HT D/HT Governors</p>	<p>Termly or on specific pupil admissions where applicable</p>	<p>Physical environments at both sites are accessible for the needs of children in</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods as appropriate to make sure information is accessible. This includes:</p>	<p>Makaton training for designated staff</p>	<p>SLT</p>	<p>On policy review</p>	<p>Children are able to access all communications with the support of appropriate aids Staff are trained appropriately Staff use a range of communication</p>

	<ul style="list-style-type: none"> • Internal signage • Large print resources • Makaton • Pictorial or symbolic representations 				methods as appropriate to need
Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable	<p>Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors.</p> <p>Numerous fire exits do not have sufficient clearance width, the thresholds are not level with the floor and do not have ramps making egress potentially difficult for wheelchair users.</p>	Consultation with Health & safety Officers on pupil admission application	HT LA Officers		

	<p>Install 'humps' / graded approaches to the fire exits which would allow egress for wheelchair users. The gradients should be colour contrasted to indicate the presence of a gradient. This will ensure people do not stumble.</p> <p>The fire exit doors should have a 800mm clearance width with flush threshold. BS8300 - The threshold is level or, if a raised threshold is unavoidable, it has a total height of not more than 15mm.</p>				
<p>Review information to parents/carers to ensure it is accessible</p> <p>Inclusive discussion of access to information in all annual reviews</p>	<p>Consult parents/carers about access needs when child is admitted to school</p> <p>Review all letters home to check that</p>		<p>HT SMT Governors</p>	<p>Ongoing / As and when necessary</p>	

<p>School corridor and classroom displays are accessible to all</p> <p>Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils</p>	<p>they are written in Plain English</p> <p>Produce newsletter in alternative formats e.g. large print, Braille, audio according to need</p> <p>Consult with parents/carers and children about access to information and preferred formats in all reviews</p> <p>Develop strategies to meet needs</p>				
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