



Accessibility Plan

This policy was approved by the Local Advisory Board on:-	
The policy owner is:	Arden Grove Infant and Nursery School
This policy will be reviewed by the Local Advisory Body in: (unless earlier review is recommended by the Trust)	January 2025
Policy Version:	V1.2
Signed by the Chair of the Local Advisory Board: -	

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Arden Grove Infant and Nursery School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Wensum Trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Head teacher

Date: January 2024

Chair of governors

Date: January 2024

Review: January 2025

Planning duty 1: Curriculum

Enquiry	Action	Who	When	Outcome	Review
Do Progress Review meetings monitor and review the effectiveness of support for all children?	Progress review meetings have a focus on adaptations so that the needs of all children, including those with SEND or disabilities, are met.	SMT SENDCo Class teachers	Half Term	SMT and class teachers are aware of the needs of all children. Staff are supported to provide the appropriate support for each child to ensure full curriculum access, including making adaptations, to enable children to make progress, which will be evidenced at our regular assessment points.	End of Autumn 2024
Does CPD support all members of staff to deliver the best educational experience, adapted to the needs of all children?	Needs of children (groups of children) are identified so that relevant and effective CPD can be put in place to meet these needs.	SMT SENDCo	On going	As a result, of ongoing CPD staff will have the knowledge and skills to adapt the curriculum and ensure that all children can access learning at the appropriate level.	End of Autumn 2024
Does classroom organisation take into account the needs of all children?	Classrooms are organised so that children are able to work with as much independence as possible.	SMT SENDCo Class teachers	On going	Children are able to access resources and work independently. This will be informed by SENDCO/ SMT monitoring and reviewing classroom inclusion.	End of Autumn 2024
Does the outside environment have accessibly for all children in our school?	Regular site checks, health and safety walks (including monthly meetings with the estate teams) ensures all areas of the school are reviewed and any action to increase accessibility, is taken.	SMT Caretaker Estates Team	On going	All children can benefit from and enjoy learning safely outside of the classroom. Please refer to the Physical environment section below.	End of Autumn 2024

How can learning plans be developed so that all key people involved understand the information they contain and the intended outcomes.	Wensum Trust SENDCOs to collaborate and devise a consistent learning plan template so that all relevant people including the child, parents, carers and teaching staff contribute to and understand how to use this document effectively to support good or better outcomes.	SENDCO Classteachers	Reviewed throughout the year See Assessment Process	Children, teachers, carers/parents have a shared understanding of how the child is supported in school and knows that their views are valued and acted upon and recorded on the learning plan.	End of Autumn 2024
Further development of Health and Well-being Education	Discrete teaching of how the brain works in relation to emotional regulation. Children will understand 'the wise owl, guard dog model' so that they can talk about their own self-regulation, possible strategies including when they need help.	All staff	On going	All children are equipped with skills necessary to support them to develop positive emotional health, resilience and well-being. This will be identified through children talking about their own self-regulation strategies and what happens when they are dysregulated.	End of Summer 2024

Planning duty 2: Physical environment

Friday 19th January 2024: A survey of the school site to see what is required to ensure the physical environment was accessible to all.

Enquiry	Action	Who	When	Outcome	Review
Visual Issues: Are steps to buildings sufficiently highlighted?	This forms part of a rolling programme of maintenance and repairs of the school site.	SMT Caretaker Trust H&S Lead	Ongoing	Better visuals of steps to buildings ensuring all members of school community are able to see steps and have safer access to buildings.	Autumn 2024
Wheelchair access at school	Audit the access of wheel chairs to parts of our school and prioritise areas, which are not accessible by wheelchairs.	SMT Caretaker Trust H&S Lead	Spring2024	Wheelchair users have access to all areas of school.	Autumn 2024

Visual issues:

- Almost all raised areas and steps have been painted yellow.
- Some are fading but this part of the rolling programme of repairs and maintenance carried out by the caretaker.

Wheelchair access:

- Only the main entrance to the school can be easily accessed by a wheelchair user. A ramp would be required for a wheelchair user to exit classrooms at playtimes or when needing to use fire exits.

Issues that need resolving: In no particular order

- Paint Kitchen Step yellow.
- Caretaker to source a portable ramp that could be used in the first instance for a wheel chair user.
- Caretaker to work with Health and Safety lead to
 - Clarify which curbs need painting yellow and why
 - Explore longer-term solution to classroom wheelchair access, as all classes would need ramps to access.
 - Clarify whether the white plastic posts in Ranworth outdoor area need yellow highlighting.
 - Investigate how to resolve the uneven paving slabs at rear of the school.

Planning Duty 3: Information

Enquiry	Action	Who	When	Outcome	Review
Is documentation and information, on the website, accessible for parents with English as an additional language?	The school will review formats published on the school website – particularly for new parents to the school, in order to provide accessibility for parents with English as an additional language. The use of the telephone translation service will be used as and when needed.	SMT Social Media Lead LAB Governor responsible for website compliance	On going	Information accessible to all members of school community in a format to meet all needs. As and when needed, alternative translations and formats would be made available.	End of Autumn 2024
Can parents and carers access all the information given?	Remind staff to signpost families to Just One Norfolk, which can be translated (in numerous languages) as this provides helpful advice to families in relation to social, emotional and medical information. Access to the translation service when needed. Training to support staff in meeting the needs of specific pupils, including PECS and visual timetables.	SMT Class teachers	Ongoing	All parents will be able to access the information given in an appropriate format to meet their needs.	End of Autumn 2024

