

# Upperby Primary School

## Accessibility Plan

### **Upperby Primary School: Accessibility Plan (March 2025 – March 2028)**

We aim that Upperby Primary School is a welcoming happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

**Purpose of Plan:** This plan shows how Upperby Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability:** A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

**Areas of planning responsibilities:** Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education). Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

**Current Range of known disabilities:** The school has children with a range of disabilities which include moderate and specific learning disabilities and a small number of pupils with a hearing impairment. At present we have no wheelchair dependent pupils, parents or members of staff. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure

and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

#### Equality and Inclusion

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
<b>Equality and Inclusion</b>					
To ensure that the accessibility Plan is an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Clerk to GB SENDCo Head Teacher	Annually	
To improve staff awareness of disability issues	Review training needs for adults within school community. Provide training as appropriate	Whole school community is aware of issues	Head Teacher SENDCo Chair of Governors	Ongoing	
Make staff familiar with technology and practices developed to assist students with disabilities	SEN Support Plans and use of teacher guides/outside agency support as necessary.	Appropriate differentiation	SENDCo Headteacher	Ongoing/supported on a need's basis	

Improvements in the provision of information to students and parents.	Increased variety of methods for information to be sent (Twitter, texts, letters, phone calls) Brail / Enlarged text to be used when contacting parents with visual impairment. SEN Support Plans to communicate information to staff about specific methods of communication for staff.	All parents able to be contacted and able to understand information being sent to them.	SENDCo Headteacher	Ongoing/supported on a need's basis	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	SENDCo Headteacher	Ongoing	
<b>Curriculum</b>					
To continue to train staff to enable them to meet the needs of children with SEN.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods. (Online learning modules if required)	Raised staff confidence in strategies for differentiation and increased pupil participation, enabling all children to access the curriculum.	Head Teacher SENDCo All Staff	Ongoing	
To ensure that all children are able to access all out of school activities.	Review external activities. Carry out risk assessments. Provision of additional support.	With modifications all children will be able to access all activities.	Head Teacher SENDCo	Ongoing	
To provide specialist equipment/resources, to promote participation in learning by all pupils.	Assess the needs of individual children  Provide equipment/resources as required. e.g. writing slopes, tinted paper, overlays, headphones  Identified children to have access to visual prompts	Barriers to learning will be reduced.  Children to develop independent learning skills, enabling them to reach their full potential.	SENDCo Class Teachers	As Required Ongoing	
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities	Head Teacher Group Leader of Educational Visits	As Required	

To continue with our approachable 'open door' ethos	Have a good knowledge and to develop good relationships with parents and carers. Ensure all feel welcome. Ensure families are able to access information.	All parents and carers feel welcome and comfortable.	Head Teacher SLT Office Staff	Ongoing	
Lessons responsive to student diversity  Include in SEN Support plans. Included in lesson planning Appropriate differentiation	Appropriate differentiation	PSHE is an integral part of the curriculum.	Head teacher All teachers SLT	Ongoing	
Staff recognise and allow for the additional time required to use equipment in practical work	Lesson planning is appropriate for all Individuals Include in support plan	Additional time	Head teacher All teachers SLT	Ongoing /supported on a needs basis	
<b>Physical Environment</b>					
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Headteacher Governors	Ongoing	
Ensure all disabled pupils can be safely evacuated.	Ensure all staff are fully aware of any pupils who may have difficulties exiting the school, if we had to evacuate.  Develop a system to ensure all staff are aware of their responsibilities	All disabled pupils and staff working alongside are safe in the event of a fire	SENDCo	Annually	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware  Liaise with SENCo on information with regard to the visual impaired and hearing impaired pupils	Hardware and software available to meet the needs of children as appropriate	Head teacher Teacher ICT Lead	Ongoing	

Appropriate furniture and equipment	No barrier to learning	Adjustable height desk available / use of wedge / platform for feet	Head teacher SENDCo	Ongoing	
<b>Written and Other Information</b>					
To ensure all parents and members of the school community can access information	Written information will be provided in alternative formats, as necessary.	Parents and school community will have access to information in multiple formats	Head Teacher SLT Office Staff Class Teachers	As Required Ongoing	
To ensure parents who are unable to attend school due to a disability can access parent's evenings and other school events.	Staff to make links with parents over the phone and send written information to parents  School events to be documented on school website	Parent are kept informed of their child's progress.  Parents are able to share in the celebratory life of the school.	Head Teacher SLT ICT Lead	As Required	
To ensure that signage around the school is clear and appropriate.	Review the needs of the school community	Signs around the school are accessible for all	Head Teacher SLT Chair of Governors Site Manager	As Required	