



Accessibility Plan

Part of SHINE Multi Academy Trust

Company number 081634448



Management log

Document Accessibility plan

Author Headteacher and SENCO

Person responsible for the policy Headteacher

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Signed **Signed**

Sally West Jane Grundy

Chair of the Local Governing Body Headteacher

Document history

Version	Date authored	Author	Date approved	Date issued	Comments
V2	20 September 2022	Jane Grundy and Angie Bourne	22 Sept 2022	22 Sept 2022	Update on new format and to ensure the school is accessible for all stakeholders.

Policy	Website link
Risk Assessments	SENCO Office
Intimate Care	School Office
SHINE Equality Information and Objectives (public sector equality duty) statement for publication	https://www.shine-mat.com/special/pupil-welfare/
SHINE Health and Safety	https://www.shine-mat.com/business-and-personnel/
Special Educational Needs Information Report and policy	https://ironvillecodnorpark.secure-primariesite.net/special-educational-needs-and-disabilities/
SHINE Keeping our academies safe	https://www.shine-mat.com/special/pupil-welfare/
Offsite visits	https://www.shine-mat.com/special/pupil-welfare/
Behaviour	https://ironvillecodnorpark.secure-primariesite.net/policies/
Parent/Carer Handbook	https://ironvillecodnorpark.secure-primariesite.net/prospectus-1/

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1. Equality

The SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders¹ will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Aims of the accessibility plan

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 disabled children can participate in the curriculum
- improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled children

At Ironville and Codnor Park Primary School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children with disabilities. We will do our best to anticipate the needs of a child or staff member with disabilities before he or she joins the school.

¹ SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its children, including premises staff, administrators, teachers, support staff, children, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

School Vision

A first class education for children who care about themselves, each other and the world in which they live.

To build a safe, caring and inspiring community of children who:

Believe – they are unique, believe in other people and the world around them;

Achieve – their full potential and enjoy learning;

Succeed – in becoming the person they want to be.

School Aims

To provide a broad and balanced experience-based curriculum.

To engage parents and carers in their children's learning.

To actively promote high standards of achievement and good behaviour.

To work with the local community to help our children grow into good citizens.

To treat everyone with kindness, respect and tolerance.

To encourage creative, challenging and enquiring minds.

To promote a healthy lifestyle.

To provide a model of lifelong learning that promotes resilience and independence.

To empower children to have a voice.

To learn, have fun and be happy!

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. 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.

5. Current Range of Known Disabilities

The school community has a range of disabilities which include physical disability and moderate and specific learning disabilities.

6. Aim One

Increasing access for disabled children 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 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 exceptions 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. Or if a child's behaviour would put themselves or other children at a very high risk of harm.

A child will be excluded from a trip if a specific risk assessment indicates that there would be a risk to the physical safety of the child or to others during the trip under these circumstances the best alternative where possible will be offered to the child.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with nursery providers to review potential intake for each September intake.	<ul style="list-style-type: none"> To identify children who may need additional or different provision and put necessary actions in place. 	September 2022 2023 2024	SENCO EYFS Co-ordinator	Procedures, equipment and alternative provision in place for September of each year
To further improve the school's provision for children with ASD.	<ul style="list-style-type: none"> Work with Autism Outreach to identify current good practice Involve parents/carers Develop risk assessments and identify appropriate actions The school to participate in Derbyshire County Council autism advocacy project. 	July 2023	SENCO	All staff are trained and skilled with managing children with ASD. School is classed as autism friendly.

To support children in integrating into after school clubs.	<ul style="list-style-type: none"> • Ensure leaders of the club are aware of the child's one page profile, risk assessment and/or behaviour plan • Make parents/carers aware of the whole school system for behaviour in after school clubs (2 episodes of unacceptable behaviour means they are unable to continue) 	Ongoing	SENCO Office Administrator	The vast majority of after schools are accessible to all children.
To further improve the school's provision for children who display challenging behaviour.	<ul style="list-style-type: none"> • Work with behaviour support service to identify current good practice • INSET training on physical intervention • Involve parents/carers • Develop risk assessments and identify appropriate actions 	July 2025	SENCO	The number of suspensions reduces from 2021-2022.
Training for Governors in terms of raising awareness of disability issues	<ul style="list-style-type: none"> • Provide training for Governors. • Named Governor for SEND, review with SENCO provision for children with physical or learning disability. 	July 2025	Headteacher Training Governor	Society will benefit by a more inclusive school and social environment. Children understand the importance of inclusion.
To deploy Teaching Assistants effectively to support children' participation	<ul style="list-style-type: none"> • Review needs of children within each class and staff accordingly based on need for intervention/support Ensure staff skills are matched to child needs 	Continuous	SENCO Headteacher	All children are supported to achieve their full potential
All teaching staff to be aware of the responsible for, the progress and attainment of disabled children, and how to respond to, and meet, their needs.	<ul style="list-style-type: none"> • Tracking system in place and regular monitoring. • Liaise with specialist advisory services regarding inclusion and teaching methods. 	Continuous	Class teachers Headteacher	The needs of disabled children are met and systems put into place to ensure they achieve to the best of their ability.

7. Aim Two

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the IPP process when required. • Be aware of staff, governors' and parents' access needs and meet as appropriate. • Through questions and discussion find about the access needs of parents/carers through the newsletter. • Consider access needs during recruitment process. 	As required	Headteacher SENCO	IPPs in place for children as appropriate and all staff aware of children' needs.
Ensure that any changes to the school allow access for all children, staff and visitors.	<ul style="list-style-type: none"> • Ensure that as part of the planning process for any changes to the school buildings the school takes into account the needs and potential needs of children staff and visitors with a disability • Take advice on how to make the school entrance more accessible to visitors in a wheelchair. 	As changes are planned July 2025	Headteacher	Future changes to the school further enhance access for all children, staff and visitors. Visitors with disabilities are able to gain access to the school site independently.

8. Aim Three

Improving the delivery of written information to disabled children (this will include planning to make written information that is normally provided by the school to its children available to disabled children. The information should take account of children' disabilities and children' and parents' preferred formats and be made available within a reasonable timeframe

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>Make available alternative formats for written material for children if required.</p>	<ul style="list-style-type: none"> The school will make itself aware of the services available through the LA/SHINE Multi-Academy Trust for converting information. 	<p>As required</p>	<p>Headteacher Admin. Staff</p>	<p>The school will be able to provide written information in different formats when required such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.</p>
<p>Review all written information for parents/carers and visitors to ensure it is accessible to all.</p>	<ul style="list-style-type: none"> Provide information in clear print and plain English. Offer support to parents/carers to enable them to access information and complete school forms. Ensure that the website and all documents linked to it are as clear and accessible as possible. Ensure that the school works with SHINE Multi-Academy Trust for parents who do not speak English. 	<p>Continuous</p>	<p>Headteacher Admin. Staff</p>	<p>Parents/carers complete forms and are aware of all events taking place in the school.</p>
<p>Review documentation with a view to ensuring accessibility for children with visual impairment.</p>	<ul style="list-style-type: none"> Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials 	<p>As required</p>	<p>SENCO</p>	<p>Delivery of school information to children and parents with visual difficulties improved.</p>

<p>Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need.</p>	<ul style="list-style-type: none"> • Communication audit by Speech and Language Therapy (SALT) • Training on a range of issues such as functional use of language and managing SALT plans 	<p>As required</p>	<p>SENCO</p>	<p>School is more effective in meeting the needs of children.</p>
<p>Create a role of a lead TA for EAL children.</p>	<ul style="list-style-type: none"> • TA to work with SHINE Multi-Academy schools to support her development with becoming an EAL lead TA. • Disseminate information across the school to ensure that children with EAL are fully included and have support for development of their communication skills. 	<p>July 2023</p>	<p>SENCO TA</p>	<p>School is more effective in meeting the needs of children.</p>