



Accessibility Policy

January 2024-2027

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School aims, values and ethos

At Amblecote Primary School our values reflect our commitment to a school where there are high expectations of everyone. We aim to prepare our children for the opportunities, responsibilities, and experiences of life by providing a wide range of high quality, stimulating and challenging learning opportunities so that each child attains and achieves all that they can. We strive to create a community that is supportive and friendly as well as challenging, so we can establish good learning habits for school and for the future. We want the very best for all our children and everyone in our school is important and included. We recognise and value everyone's uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong learners who have confidence and good self-esteem. The school aims to ensure that our physical environment, curriculum, and written information are as accessible as possible. Staff receive regular training in supporting children with SEND and we work with a range of external agencies to achieve this end. Our school aims to treat **all** pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Contextual Information

Amblecote is a one and a half form entry primary school with 307 pupils currently on roll. It is a one storey building with an extension built in 2005. Over several years, the school building has been adapted and developed to improve accessibility.

These changes include:

- Re-location of main reception office, increasing accessibility by moving this to the front of the building with a ramped entrance directly from the car park.
- Within the new extension, larger classrooms have been created with interlinking doors.
- Classroom fire exits lead straight onto the school field.
- The main school playing field has been levelled off for direct access from the new classrooms.
- Music mobile built with ramped entrance.

At Amblecote, there are children with a range of disabilities which include moderate and specific learning disabilities and medical conditions.

Current good practice at Amblecote

- Expectations for all pupils are high and everyone is valued and made welcome.
- All areas of the school are accessible to all pupils.
- There is one designated disabled parking bay on the school car park.
- Disabled toilet facilities in the main school building and in the medical room with a handrail and a pull emergency cord.
- Some of the children's toilets are adapted in Key Stage 1 with assistant rails.
- Foot stools to ensure that all children can access and use sinks safely within the reception toilets
- Foot stools purchased for set pupils to aid stability and correct posture when seated in class and in the school dining hall.
- An adjustable table and chair with arm rests to provide better stability and support for pupils with physical needs in the school dining hall.
- The main school entrance is fully accessible for wheelchair users. Most entrances have ramped access. There is a wheelchair stair lift to access the main school hall as well as another wheelchair stair lift to access the ICT suite and Key Stage 1 and 2 classrooms.
- The entrance via the top gate is fully accessible to all via a sloped path into school.
- Classrooms in the new building have wider doorways and the communal areas are accessible to all.
- The school has internal emergency signage and escape routes are clearly marked.
- Personal Emergency Evacuation Plans (PEEP) and Risk Assessments are in place for identified pupils.
- All school information is available in large print on request.
- Environmental Adaptations for Children with a Visual Impairment – adaptations are put in place to make the environment safer and more accessible for everyone. (An environmental adaptations audit – completed in January, 2024 by a Qualified Habilitation Specialist – to obtain specific advice.) On both playgrounds and within the 'Forest School' area, edges of surfaces, e.g. steps, and changes of levels, e.g. ramps, have been painted to ensure there is sufficient visual contrast. The base of equipment, e.g. netballs posts, have also been highlighted using a bright, contrasting coloured paint.
- All classrooms have blinds or curtains to ensure good lighting conditions.
- Furniture, fixtures, and fitting are purchased to ensure a colour contrast with their background.

- Identified pupils with visual stress and tracking difficulties are screened to assess whether use of coloured overlays/paper will help to meet their needs. If a coloured overlay is required, the pupil will be referred for further investigation to Russell's Hall. The specific coloured overlay/books will be used in class until additional advice is received.
- The school supports any available partnerships to develop and implement the Accessibility Plan.
- School fully supports and liaises with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments are made.
- All lessons including P.E. and swimming, educational visits (including residential), learning experiences and after school clubs are accessible to all pupils irrespective of attainment or disability.
- Teaching staff have a good understanding of how disabilities, including hidden disabilities, can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups. Safer Handling Training is completed and routinely updated for relevant staff. There are seven members of staff with Safer Handling Training.
- The school has an open-door policy and a clear complaints procedure to ensure that if you have any concerns relating to accessibility in school, procedures are followed, and issues are dealt with promptly.
- This plan will be made available online on the school website.
- Outdoors – Regular site maintenance to:
 - Keep paths clear of leaves and moss.
 - Keep edges clearly defined between grass and paved areas.
 - Cut back overhanging plants, trees, and shrubbery from walkways.

Purpose of this plan

Under the Equality Act 2010, it is statutory for schools to have an Accessibility Plan. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, staff, Governors, and members of the wider community who may have a disability, in order that all may have the fullest possible access to our provision. Where pupils and prospective pupils are concerned, school also acknowledges its non-discrimination and planning duty under the SEND 2014 (Revised May 2015)

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. Under this Act, a person has a disability if they have 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. 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.

Our school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will endeavour to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan was drawn up following a detailed audit of the three areas – access to physical environment of school, access to school curriculum and access to written information.

Accessibility Action Plan

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of Amblecote. Through self-review, staff appraisal 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 and ensure that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale and Cost	Responsibility	Success criteria
To improve the quality of visual communication	Purchase Communicate-in-Print 3		SENDCo to train all staff	Visual resources are used throughout the school to aid pupil’s understanding of what is happening, supporting children to regulate emotions, organise belongings as well as help to support children’s communication with adults and peers.
To improve provision for pupils with ASD, low-anxiety issues and difficulties with emotional regulation.	Zones of Regulation	Book - £50.00	SENDCo to train all staff Teaching staff to teach eight lessons to embed the approach across the whole school.	All children will have a good understanding of this whole-school approach. All staff and children will be using consistent language associated with the four coloured coded zones of regulation.

				Children will be able to self-regulate without additional adult support.
To improve provision for pupils with ASD and other pupils requiring additional support with social communication skills.	Purchase of 'Talkabout – A Social Communication Skills package' by Alex Kelly	Book - £46.99	SENDCo to train KS2 TA to a pilot group can be completed in the Summer Term, 2024.	Pupils within this group will show progress from the baseline assessment.
To improve access to equipment for pupils with dyslexia/ visual stress	Purchase of coloured overlays, coloured paper, coloured books, and monitor overlays	September 2020 Monitor Overlays @ £67.35 Coloured Books @ £555.21 Colourful paper @ £2.24 a ream. 10 x reams of 4 different colours. £89.60	SENDCO and LD	All pupils with identified visual stress will be able to use an overlay when doing computer-based work.
To improve provision for children with dyslexia.	Purchase a reading Dyslexia intervention Toe by Toe. Children with dyslexic traits to have access to the	October 2020 2 x books @ £25.00	SENDCo	All children with dyslexic traits and a poor reading level/spelling level to have access to Toe By Toe intervention.

	<p>Toe By Toe intervention.</p> <p>'Dyslexia Gold'.</p> <p>Purchased complete bundle (KS1-KS3) to be used across the school.</p> <p>(March 2024)</p>	<p>£799 + VAT per year</p>	<p>SENDCo/SLT</p>	<p>To be used as a whole school intervention to aid all pupils who are struggling with reading and spelling. Those children who have identified specific learning difficulties or those who are displaying traits to have access to this intervention program within school and at home.</p>
<p>To ensure pupils with traits of dyscalculia receive appropriate support to access the maths curriculum.</p>	<p>Purchase a Dyscalculia assessment</p>	<p>October 2020</p> <p>1 book @ £30.64</p>	<p>SENDCo/SLT</p>	<p>Pupils with traits of dyscalculia are identified using a dyscalculia assessment and appropriate intervention is put in place following this.</p>
<p>To identify pre-school pupils or older pupils new to school who may need adapted or additional provision on entry to EYFS or school.</p>	<p>Liaison with pre-school providers and parents to share information and prepare for the new intake of children into Reception classes</p>	<p>June/July each year</p>	<p>Early Years Leader/SENDCo/P re-School SENDCo</p>	<p>Provision/resources/equipment in place ready for when the children start school</p>
<p>Ensure all staff have thorough understanding of disability</p>	<p>Identified staff meeting time to deliver in house training.</p>	<p>Summer Term 2021 then on going</p>	<p>SLT/SENDCos</p>	<p>All staff will understand the requirements of the Equality Act 2010</p>

equality issues	Online training			
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing within policy review cycle	SBM	All policies clearly reflect inclusive practice and procedure
To offer a differentiated curriculum for all pupils	SENDCos will complete Learning Walks, Lesson Observations, and work scrutiny to offer support and advice to staff based upon findings.	Spring Term 2021	SENDCos	All pupils with SEND will be able to access all areas of the curriculum.
Ensure that physical resources are tailored to the needs of pupils who require access to the curriculum	Staff ensure worksheets/activities are accessible for all pupils, e.g. use of enlarged font, colour. SATs Access Arrangements – tailored strategies are implemented in everyday practice Pictorial/symbolic representations Pencil grips, keyboard, scissors, wobble cushions.	On going Clevy keyboard @ £65.00 2 x wobble cushions @15.00	All Staff	Resources are accessible to all. SATs are accessible to all.

Children's literature will include examples of people with disabilities.	Purchase books that show examples of people with disabilities	October 2020 4 x bundles @ £100	LS and SLT	Children with disabilities are represented in literature.
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2. Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom to fully meet their needs.

Target	Strategies	Time scale	Responsibility	Success criteria
To ensure all barriers to access in school are eliminated	Make any necessary adjustments to size of doorways and corridor widths to enable wheelchair access	On going	SBM/Site Manager	All doorways, paths, corridors, ramps, etc enable wheelchair users and/or children and adults with disabilities to access all areas of school
To ensure that all outdoor areas are accessible to children and adults with disabilities	Plan any outdoor developments to provide access by all	On going	SBM/Site Manager SLT	All outdoor areas are accessible to all pupils and parents
Toilet facilities are accessible to all pupils	To ensure that new toilet facilities for pupils are compliant with accessibility requirements	On going	SBM/ contractors	All disabled toilets and changing facilities are fully accessible to wheelchair users and/or children and adults with disabilities
To enable parents and visitors with hearing difficulties to access events in school hall	Installation of a Hearing Loop system in school hall	By 2023	SBM/Site Manager	All attendees at events held in school hall will be able to make use of the Hearing Loop.

Improvements to help the visually impaired	External steps highlighted in yellow/non-slip paint. Steps in and out of classrooms highlighted with Hazard Tape	On going	SBM/Site Manager Environmental adaptations audit – completed in January 2024 by a Qualified Habilitation Specialist – Nicola Hickinbottom/Cathryn Skidmore (VI Service)	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Library shelves at wheelchair accessible height	Plan any library developments to ensure appropriate access	On going	SBM/Site Manager	Learning environment adapted to meet the needs of pupils as required
To establish a system for evacuating wheelchair users and /or children and adults with a disability from the building	Evacuation refuge point to be established at back of hall. Signage to be installed and appropriate section to be added to Fire Evacuation Policy. Add appropriate section to inventory	On going	SBM	Visitors/parents who are unable to vacate the building independently during an evacuation will have a clear system to follow and an identified initial muster point.

3. Improving the delivery of written information to pupils, staff, parents/carers and other members of the school community

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks, and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

Target	Strategies	Time scale	Responsibility	Success criteria
To ensure that visually	Purchase Inventory	2023	SBM	All visitors to the school will receive key

<p>impaired parents and visitors have access to adapted safeguarding information about the school.</p>	<p>Key information for visitors will be provided in audio form on inventory</p>			<p>information in a form that is accessible to them.</p>
<p>Availability of written material in alternative formats</p>	<p>Improve availability of information for parents:</p> <ul style="list-style-type: none"> • Display appropriate leaflets for parents to collect. • Provided translated documents where appropriate. • Translate function on school website. • Improve internal signage. • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>2023</p>	<p>SLT and School office staff</p>	<p>Information to disabled pupils/parents as appropriate. Written information available in alternative formats.</p>