



# Ball Green Primary School

Accessibility Plan 2021-2024

## Aims of the Accessibility Plan

This plan outlines how Ball Green Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Act where 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. This plan aims 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.

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

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

- ✓ Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- ✓ Pupils' parents.
- ✓ The headteacher and other relevant members of staff.
- ✓ Governors.
- ✓ External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**Every child. Every chance. Every day.**

*Article 28: Every child has the right to an education.*

*Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.*



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- a) To increase the involvement of those with disabilities in deciding action that impacts upon them
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Action	Success Criteria	Lead Person	Timescale	Review
<p><b>a) Increase access to the curriculum by:</b></p> <ul style="list-style-type: none"><li>✓ Continuing to ensure that all staff have the knowledge and skills to meet the needs of pupils with SEND</li><li>✓ Ensure effective differentiation to allow SEND pupils equal opportunities to access the curriculum</li><li>✓ Embed Dyslexia friendly strategies e.g. Coloured overlays, coloured backgrounds on IWB, key letters on coloured paper.</li></ul>	<ul style="list-style-type: none"><li>✓ Improved provision for pupils</li><li>✓ All children access all learning</li><li>✓ Staff have a better understanding of inclusion</li><li>✓ SEND pupils make good progress</li><li>✓ Learning Walks, planning and pupil conference show all SEND pupils are accessing the curriculum</li></ul>	SENCo [AB] DHT [KJ] HT [JH]	Ongoing through 2021-2022 – See SDP  Dyslexia friendly strategies – Spring 2022.	Termly

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Action	Success Criteria	Lead Person	Timescale	Review
<p><b>b) Increase access to the physical environment by:</b></p> <ul style="list-style-type: none"> <li>✓ Continuing to ensure that any building work/changes meet the needs of disabled pupils.</li> <li>✓ Continuing to assess pupils' needs as they arise / as new pupils join the school and obtaining specific equipment where required.</li> </ul>	<ul style="list-style-type: none"> <li>✓ When new building takes place, changes meet regulations</li> <li>✓ New pupils / new needs are assessed, advice sought and equipment provided where needed.</li> </ul>	<p>SBM [SP]</p> <p>Premises Team [EP]</p> <p>SENDCo [AB]</p> <p>HT [JH]</p>	<p>As required</p> <p>As required</p>	<p>Termly</p>
<p><b>c) Increase access to written materials by:</b></p> <ul style="list-style-type: none"> <li>✓ Utilising accessibility tools found on Apple Equipment to support access to written materials.</li> <li>✓ Use of technology across the curriculum e.g. use of voice recorders, talking text, specific SEND programmes, iPad applications.</li> <li>✓ Continue to use school website, text messaging, Class Dojo [built in translate tool] to enhance communication with parents</li> <li>✓ HSLW to support parents who are known to have difficulty accessing written materials</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff are able to use accessibility tools to support children</li> <li>✓ Appropriate ICT tools are evident in lessons.</li> <li>✓ Evidence of use of accessibility tools and learning materials can be seen through Lesson observation, pupil work, assessment and pupil conference.</li> <li>✓ School news and letters are posted electronically where possible</li> </ul>	<p>SENDCo [AB]</p> <p>Computing Lead [JM]</p> <p>School Office [BF,AT]</p> <p>HSLW [JR]</p> <p>All teaching and support staff</p>	<p>Ongoing through 2021-2022 – See SDP</p>	<p>Termly</p>

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