



ABOYNE LODGE

NURSERY • PRIMARY

CREATIVE • CURIOUS • CARING

Accessibility Strategy and Plan Jan 2022-25

At Aboyne Lodge Primary and Nursery School we are committed to giving all of our children every opportunity to achieve the highest of standards. 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.

This plan outlines how Aboyne Lodge JMI aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

Contextual Information

Aboyne Lodge is a one form entry school situated in the heart of St. Albans, occupying a secluded and walled site. The school buildings opened in 1950 and comprise of a Nursery, Three classrooms in the Key Stage 1 area and four classrooms in the Key Stage 2 area. There is also a mobile classroom, which is due to be removed in Easter 2022. All classrooms are wheelchair accessible. The school has had an extensive refurbishment, meaning that there is wheelchair access to most areas of the building. Key Stage 2 is accessed by a set of stairs or a stair lift. There is also a disabled toilet on the ground floor. The playground is wheelchair accessible from every classroom.

At present we have no wheelchair dependent pupils. We have no wheelchair dependant parents or members of staff, although we do have families needing access to the disabled parking bay.

Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

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 key aims of the Accessibility plan are:

1. To enable all pupils, whatever their needs, to have access to the full range of curricular and extra-curricular activities available at Aboyne.
2. To improve the physical environment at Aboyne to ensure, wherever possible, that accessibility is not a barrier to preventing pupils from attending our school.
3. To ensure that information provided by us to families is made available to pupils and parents with disabilities, using alternative formats where required.

Definitions, 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 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.

The Accessibility Plan should be read in conjunction with:

- The Admissions Policy.
- The Equality and Diversity Policy.
- The Behaviour Policy.
- The Special Educational Needs policy.
- The SEN Information Report

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

| Targets | Strategies | Timeframe | Success Criteria |
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| Ensure physical environment minimizes potential risks both for adults and children | <p>Year 5 cloakroom floor raised for ease of access to all</p> <p>Review security of gates, fences, fire doors and boundaries</p> <p>Ensure classroom organisation promotes the participation and independence of all children</p> <p>Use audio visual technology, concrete resources etc. to engage and support learning for all children</p> <p>The school has good wheelchair access when required.</p> | Summer 2022 | <p>Floor works completed</p> <p>Review of security gates completed and boundary fences checked for risks.</p> <p>Ensure that sound field system is in place and working in Year 4.</p> <p>Audit concrete resources for Maths in line with new scheme.</p> |
| Ensure there is close liaison between members of staff within the school who are supporting individual children | <p>Termly ADPR meetings between SENCo staff, and subsequently families to ensure information sharing and consistency of approach and joint review.</p> <p>Focus on day to day information sharing for identified children to make sure that developments are noted and strategies adjusted on ADPR and provision maps where required.</p> | In place by Easter 2022 then ongoing Termly | <p>Parents aware of ADPRs and have a say in strategies to support each child.</p> <p>Parents feel connected with school and supported.</p> <p>Children with SEND have clear steps to support them and make good progress from their starting points.</p> |
| Adaptation and scaffolding of teaching and learning to ensure all children can access learning in a way that meets their needs | <p>Planning includes scaffolding and adaptation of teaching and learning</p> <p>SENCO to review assessment tools used by staff allow for measurement of small steps of progress and identification of next steps</p> | Summer 1 2022 | <p>Staff Inset to refresh and share ideas about Scaffolding completed</p> <p>Clear examples of scaffolding seen in planning and during Lessons.</p> <p>New assessment tool in place to measure small steps e.g M scales.</p> |
| Use of interventions to boost progress for identified pupils | <p>Use the assess-plan-do-review approach to planning interventions to ensure they have the appropriate impact on progress</p> <p>Provision securely embedded and reviewed regularly on the basis of needs and progress</p> <p>Staff to review and research new interventions to meet identified needs</p> <p>No marking, verbal feedback and in the moment marking techniques trialled to support immediate</p> | Summer 2022 | <p>New interventions in place.</p> <p>Pupils make good progress against their starting points.</p> <p>Pre-teaching methods in place to support learners.</p> <p>Staff have trialled no marking techniques reducing impact of time spent marking and boosting effectiveness of feedback.</p> |

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| | intervention for all pupils, including pre-teaching for pupils who need it. | | |
| Carry out thorough planning for transition of children both to and from the school | Close liaison with Preschools and Day Care providers staff for EYFS and relevant secondary staff for children in Year 6 Establish good working relationships with parents through an open door policy as well as arranged meetings Information is routinely shared during pupil progress meetings and ADPR meetings with parents. | Summer 2022 (Ongoing) | Pupils and parents feel supported through transitions SEND pupils are well provided for as they move year groups. Key information is shared amongst teachers to support pupils as they move through the school. |
| Establish close liaison with external agencies for pupils' with needs | SLT and teaching staff to regularly liaise with external advisors for identified children e.g. Communication disorders team, school nurse, family support worker, Educational Psychologist, SALT etc. | Ongoing | Pupils well supported and needs well catered for Staff well trained and supported to make reasonable adjustments for children with SEND |
| Plan for staff training that promotes an understanding of special needs | Staff training programme to meet both immediate needs and the wider range of needs to build staff knowledge and understanding including ASD, ADHD, SLCN, Dyspraxia etc. | Ongoing | Annual staff training to support epi-pen and asthma pump use. Planned SEN specific training in place for all staff throughout the year. |
| Promote an understanding among children of the needs of people with SEND | Provide for exposure to positive images and models of people with SEND to promote understanding Empower older pupils with recognized SEND to educate their peers | Ongoing | Library stock and classroom books reviewed ensuring that children have positive images of children with SEN in literature. Pupils with SEND have had opportunities to share their experiences with the rest of the class where appropriate so that other children understand their needs and have empathy. |
| Ensure parents/families with SEND have every opportunity to access school life and learning | Make aware of facilities for people with SEND e.g. parking spaces, toilet facilities Review facilities regularly as new families join the school | Ongoing | Parking space available for parents with disabilities Access reviewed. |