

Accessibility Plan

Cestria Primary School



Approved by: [Name]

Date: [Date]

Last reviewed on: June 2018

Next review due by: June 2021

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	10
5. Links with other policies	10
Appendix 1: Accessibility audit	11

.....

1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Cestria Primary School has a warm family atmosphere and the curriculum is delivered in a safe, caring environment in which children enjoy themselves whilst learning. Our philosophy is based upon mutual respect between children and teachers.

Cestria Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success

We believe every child is a star and it is our job to make them shine!

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: [pupils](#), [parents](#), [staff](#) and [governors of the school](#).

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>We ask about any disability or health condition in early communications with new parents and carers</p> <p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>We consult with outside agencies to ensure appropriate resources and strategies are employed</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><u>Short Term Objectives</u></p> <p>To ensure thorough handover of information from each year group including from Nursery provider</p> <p>To review all statutory policies to ensure that they reflect inclusive practice and procedures</p> <p>To keep up to date with all safeguarding training</p> <p>To ensure lessons are appropriately differentiated to enable the participation of all pupils</p>	<p>Identify pupils who may need additional to or different from provision for Sept or on entry</p> <p>To comply with the equality Act 2010</p> <p>Induction of new staff includes safe guarding training</p> <p>A differentiated curriculum with alternatives offered</p> <p>The use of Pre-key stage 1 standards to assist in developing learning opportunities</p>	<p>HT and all teaching staff</p> <p>HT and all subject leaders</p> <p>HT/ Office staff</p> <p>Class teachers, support staff</p>	<p>Sept or on entry</p>	<p>Procedures/equipment/ ideas set in place for Sept or entry</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>Pupils safe at all times/ staff aware of protocol</p> <p>Training records completed</p> <p>Children make good progress in accordance with their ability and achieve their targets</p>

		<p>for children and to assess progress in English and Maths.</p> <p>Multi-sensory activities to support curriculum areas</p> <p>Use of interactive equipment and specific equipment from OT and / or other agencies.</p> <p><u>Medium Term Objectives</u> To review attainment of all SEND pupils</p> <p>To take account of variety of learning styles to allow full access to all aspects of the curriculum</p> <p><u>Long Term Objectives</u> To evaluate and review the above short and medium term targets annually To deliver findings to the Governing Body</p>	<p>SENCo/Class teacher meetings Analysis of data Regular liaison with parents</p> <p>Use of visual timetables across the whole school. Peer tutoring. Use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted personal support.</p> <p>See above</p> <p>Governors Meetings</p>	<p>SENCo and Class Teachers</p> <p>All staff</p> <p>HT,SLT, Subject leaders Governors</p> <p>HT, SLT</p>	<p>Termly</p> <p>Annually</p>	<p>Progress made towards targets on Support Plans</p> <p>Variety of learning styles and multi-sensory approaches evident in planning and in the classrooms.</p> <p>All children making good progress.</p> <p>Governors fully informed about SEND provision and progress</p>
--	--	---	---	--	-------------------------------	---

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required</p> <p>There are some areas of the school to which disabled pupils have limited or no access. The main entrance is fully accessible to all pupils and visitors. We ensure appropriate rooms are available for disabled visitors to school.</p> <p>Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible</p>	<p><u>Short Term Objectives</u></p> <p>To ensure classroom environment support pupils with sensory needs and ASD.</p> <p>To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils</p> <p>To ensure all with a disability are able to be involved</p> <p>To ensure all members of staff have up-to-date safeguarding training and are knowledgeable</p>	<p>Each classroom to have wok area with minimal distraction</p> <p>Ongoing audit of all staff in relation to support services they can offer pupils</p> <p>Create access plan for individual disabled children.</p> <p>Undertake confidential survey of all staff and governors to ascertain access needs and make sure these are met in school and for meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/ carer's needs and ensure these are met in all events</p> <p>Ensure all staff are receiving safeguarding training and know the referral process in</p>	<p>Class teachers</p> <p>HT, all teaching staff, SENCO</p> <p>All staff</p> <p>HT Safeguarding Lead</p>	<p>Classrooms have a range of resources including quiet spaces</p> <p>Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available</p> <p>Enabling needs to be met where possible</p> <p>Each child's needs known and teachers feel confident in dealing with potential situations. All policies</p>
--	--	---	---	---	--

		<p>about school process.</p> <p>To make yard and hall accessible to wheelchairs.</p> <p>To develop playground and equipment to support all pupils.</p> <p>To review access to the yard, hall and KS1</p> <p><u>Long Term Objectives</u></p> <p>To make yard, hall and KS1 accessible to wheelchairs.</p> <p>To develop playground and equipment to support all pupils.</p> <p>To review access to classrooms in regard to</p>	<p>school.</p> <p>Use of ramps instead of steps when needed.</p> <p>Playground equipment available for all pupils</p> <p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements</p> <p>Install ramps or suitable alternative instead of steps.</p> <p>Playground equipment available for all pupils.</p> <p>The school will take account the needs of pupils, staff and visitors</p>	<p>HT</p> <p>PE Co-ordinator, lunchtime staff. Teachers, support staff</p> <p>HT</p> <p>HT</p> <p>PE Co-ordinator, lunchtime staff. Teachers, support staff</p> <p>HT</p>	<p>and guidelines are available.</p> <p>Enabling needs to be met where possible</p> <p>Children happy and engaged in purposeful activity over lunchtimes.</p> <p>Enabling needs to be met where possible.</p> <p>Enabling needs to be met where possible.</p> <p>Children happy and engaged in purposeful activity over lunchtimes.</p> <p>Enabling needs to be met where possible.</p>
--	--	---	---	---	---

		corridor width	with physical difficulties and sensory impairments when planning and undertaking future improvements			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. e.g. PECS. We offer a range of different formats available for disabled pupils, parents and staff(should this be requested or if we are aware of a disability that might require this)</p>	<p><u>Short Term Objectives</u></p> <p>To address different aspects of disability through assembly themes and class discussion</p> <p><u>Medium Term Objectives</u></p> <p>To review information to parents/ carers to ensure it is accessible.</p> <p>To make available any written material in alternative formats</p>	<p>Hold regular assemblies relating to SEAL or areas of intolerance that are experienced in school.</p> <p>Consult parents/ carers about access needs when a child is admitted to school. Review all letters home to check that they are written in plain English. Produce newsletter in alternative formats according to need.</p> <p>All staff and parents aware of services available for requesting information in alternative formats.</p>	<p>All staff</p> <p>HT, Office Staff</p> <p>HT, Office Staff</p>		<p>There is an ethos of caring tolerance of others emanated around school.</p> <p>Parents/ carers (who specify) receive information in a format that is accessible e.g. large print</p> <p>Written information available in alternative formats and languages on request. All admin staff, parents and community users know how to access</p>

		<p>To make available school brochures, newsletters and other information for parents/ carers in alternative formats.</p>	<p>Review current school brochure and promote the availability in different formats for those that require it.</p>	<p>HT, Office Staff</p>		<p>alternative formats All school information available for all</p>
		<p>To make visual timetables and resources available in each class to support learning and language development.</p> <p><u>Long Term Objective</u></p>	<p>Use of visual timetable and desk top aids</p>	<p>Class teachers and support staff</p>		<p>Visual timetables/ desk top aids available for pupils to see in classrooms.</p>
		<p>To review information to parents/ carers to ensure it is accessible and available.</p>	<p>Review all letters home to check that they are written in plain English. Produce newsletter in alternative formats according to need.</p> <p>All staff and parents aware of services available for requesting information in alternative formats.</p>	<p>HT, Office Staff</p>		<p>Parents/ carers (who specify) receive information in a format that is accessible e.g. large print and in plain English</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved The Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Health and Safety Policy
- Safeguarding Policy
- School Brochure
- Curriculum Policy

Appendix 1: Accessibility audit

The school consists of three separate buildings with one main access point from outside and several access points opening on to the yard, which is enclosed. The main entrance is fully accessible by all (flat and no steps/stairs). The main door is automatic and opened from inside the school office to aid access into the building. The bell is at an appropriate height for wheelchair users. There is one designated disabled parking space on the school drive.

The children enter and leave (escorted) through a gate by KS1, which is fully accessible and supervised by staff before school. There are steps into the KS1 building and KS2 from the yard that are not accessible to wheelchair users. We have a portable ramp to enable access when required.

The Year 2 building is a two-storey structure, the second storey is inaccessible to disabled/ wheelchair users due to 3 flights of stairs. The ground floor is fully accessible. We do not have designated disabled toilets for children needing to use this provision. This would be something to address with advice and support from the Local Authority, if this situation arose. There is a ground floor toilet for adults near the reception area that pupils could access but this would not be very convenient for younger pupils.(nor would be the size of the toilet and height of the washbasin) This is not suitable for wheelchair users due to door size and accessibility.

Both KS1 and KS2 staffrooms are on the first floor and not accessible for staff with disabilities or wheelchairs (currently none)

The school has internal signage, clearly signposting key areas within school.