



CHRISTOPHER PICKERING PRIMARY SCHOOL



Accessibility Policy and Plan



Be the Best you can Be!

Headteacher: Mrs J. Marson

Date: Autumn 2020

Next Review Date: Autumn 2022

All decision making at Christopher Pickering Primary School is informed by the desire to raise:
Standards of achievement
The quality of teaching and learning
The continued personal development of pupils and staff
and
To enjoy learning, working and being together
Safeguarding Children in our care

Christopher Pickering Primary School recognise that “...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).

Christopher Pickering Primary Accessibility plan 2020-2022

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals for the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: Vision and Values

School Aim:

To aspire to be a fully inclusive school; to recognise and value the efforts and achievements of all.

The school has set the following priorities for the development of the vision and values that inform the plan:

- At Christopher Pickering Primary, we place great emphasis on valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. The National Curriculum, Literacy and Numeracy Strategies, and Early Learning Goals are our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We do this through overcoming potential barriers to learning and focusing on outcomes and assessment. We provide other curriculum opportunities outside the National Curriculum to meet the needs of individual or groups of pupils and provide access to the life of the school for all pupils.
- Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups in our school including our hearing impaired and disabled pupils.
- Some pupils in our school have disabilities and consequently require additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning. Our Sensory Resource Base rooms have acoustic tiles, carpeting, blinds and curtains to support the needs of children with hearing impairment. All of our classrooms are designed with the need so HIU pupils in mind, the hall and dining area also have acoustic tiles. The hall has a sound field system and microphones to aid hearing. All of our classroom entrances are wide enough for wheelchair access and all designated points of entry for our school also allow wheelchair access.

- Teachers modify teaching and learning as appropriate for these pupils. For example, they may give additional time to pupils with disabilities to complete certain activities and differentiate the tasks. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Teachers ensure that the work for these pupils:
 - takes account of their pace of learning and the equipment they use;
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;
 - allows opportunities for them to take part in educational visits, extra-curricular activities and other activities linked to their studies;
 - use assessment techniques that reflect their individual needs and abilities.

1B: Information from pupil data and school audit

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- At present our school population includes pupils with Autistic Spectrum Disorder, Physical Disabilities, Hearing Impairment, Attention Deficit Hyperactive Disorder, Visual Impairment, Dyslexia, Asthma, Diabetes, Severe Allergies, Peanut allergies and Severe skin problems i.e. Eczema. The staff have had training in several areas such as A.S.D, Asthma, Diabetes and Epipens. We also access training for staff as a particular need arises. All staff receive preliminary training on hearing impairment as they join the school.
- We have ramps and wheelchair access into the school and class doors are wide enough for wheelchair access.
- We access equipment designed to support pupils with disabilities hearing aids, e.g. sound field system, Alpha Smart etc.
- We have disabled toilets and areas designated for changing nappies.
- The staff continually review what they do by asking key questions 'Do all our pupils achieve as much as they can?' 'Are there differences in the achievement of different groups of pupils?' 'How do the pupils themselves view their progress?'
- We are aware that the school's future intake may include pupils with different disabilities and we have an extensive support network of different agencies that we can access if necessary.
- We use O Track which enables us to track the progress of different groups of pupils.
- Lesson observations indicate that pupils with disabilities learn effectively alongside their peers.
- We use coloured overlays to support pupils with dyslexia, our classrooms are all 'dyslexia friendly', using visual timetables etc;
- We track patterns of attendance and exclusion for all our pupils including pupils with disabilities and work closely with parents to monitor this.
- We have a policy for the administration of medicines.
- We support parents with the transition to special or secondary school.

1C: Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan.

- The Sensory Resource Base staff strive to maintain close links with the parents/carers of hearing impaired pupils to try and overcome the difficulties faced by them living out of the catchment area. They are encouraged to share and receive information through the use of a daily home-school book, telephone and minicom. We listen to the views of parents and pupils and provide advice and support, particularly at stressful times such as transition to other schools.
- We spend a great deal of time listening to and working with the parents of our disabled pupils. Their views are always considered and acted on for the benefit of their children. Each year we work extensively with transition

plans for our pupils. We are willing to accompany our parents to other schools and often use the 'Inclusion Service' for those pupils giving concern.

- We listen carefully to the views of the pupils themselves and always involve them in reviews or meeting about their future.
- We strive to incorporate the views and aspirations of the disabled population in our local community in order to extend our provision to them. (For example volunteers in school, visitors to fairs or assemblies, other visitors to school)
- We discuss our plan and the needs of the pupils and the school with the LA and other partners.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school has set the following overall priorities for increasing curriculum access:

- Learning Support Assistants target the pupils at the appropriate time and in a manner appropriate to the task in hand. They aim to maintain the pupil's independence.
- Additional training is provided as necessary according to the needs of the pupil and the needs of the teacher, support staff or in some cases parents and carers.
- Modified print and coloured overlays are provided to support pupils as necessary.
- We access I.T. equipment, angle boards, foot blocks and pencil grips to assist the pupils with difficulties.
- We seek external agency support when planning for pupils and when choosing resources and strategies to enable them to access the curriculum.
- We undertake pre-visits to the site of a forthcoming school trip in order to be ready to deal with any difficulties that may arise rather than leaving it to chance.
- We liaise with the staff of the breakfast club, after-school clubs and lunch time supervisors in order that all pupils have full access to all activities and provision.
- All of our permanent mainstream staff, administrative staff and Teaching Assistants have deaf awareness training.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has focussed on the following priorities for physical improvements to increase access:

- All our classroom entrances are wide enough for wheelchair access and all designated points of entry for our school also allow wheelchair access..
- The school has designated areas for disabled parking close to school entrances.
- We access appropriate furniture, furnishings, angle boards, carpet tiles and blinds to give pupils greater comfort and accessibility to the curriculum (H.I.U.)
- We have disabled toilets and designated changing facilities.
- There are designated refuge areas near the lifts.
- All of our classrooms have floor coverings and blinds that enhance acoustics.
- Sensory Resource Base rooms have visual alarms..
- Colour contrasts are taken into account when re decorating
- We are concerned that we provide adequate signage to the school for disabled access and general information and we are currently reviewing this.
- We provide visual information for visual learners. For example visual timetables for pupils with a range of disabilities who are in need of a concrete structure for their day.
- The staff may use their creativity with resources and adjust or manipulate them for pupils with disabilities. (e.g. use of velcro or blu-tack)
- Many staff use resources such as bubbles, balloons or games to differentiate a task to suit a pupil with a disability.

The staff seek advice from the educational psychologist, outreach workers from special schools and staff in other settings who may have had experience of working with disabled pupils.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following priorities for providing information for disabled pupils:

- We provide coloured overlays for pupils with dyslexia.
- We use a visual timetable for pupils with a range of disabilities. (A.S.D., Dyslexia)
- We modify written information to include pictures, diagrams etc. to make it more accessible for pupils with a language delay- e.g. hearing impaired pupils.

3A: Management, coordination and implementation.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To review and update the school's Access Plan to comply with current legislation. To identify a clear monitoring schedule that links to the school self evaluation system.
- To ensure that the plan meets the needs of all pupils and any pupils who may attend the school in the future.
- To review the plan to ensure that all staff are familiar with the needs of all disabled pupils and the training requirements.
- To ensure that any new staff are aware of the needs of all pupils and that relevant training is provided, and included in a summary in the staff handbook.
- To ensure that all staff, including support staff and administration staff fully aware of the needs of any disabled pupil, staff, governor, parent/carer or visitor to the school.
- To ensure that the plan is consistent with, and takes account of other school policies, such as inclusion and S.E.N.

The school makes its accessibility plan available in the following ways:

The school has set the following priorities for making its plan available:

- The school will make the plan available on the school website/parent desktop.
- The head teacher will ensure that the plan is well set out, organized and easy to read.
- The head teacher and governors will notify parents and carers on the availability of the plan.
- The plan can be made available in different formats e.g. enlarged print if required.

4A: Duration, review and revision

The plan is designed to cover a three year period but will be reviewed on an annual basis by the head teacher, governors and SENCo.

4B: Evaluation

At each Annual Review the plan will be evaluated to ensure it is meeting the needs of all pupils. The opinions of all stakeholders will be sought.

4C: Support from within and beyond the school

The school will regularly seek the support and advice of relevant outside agencies and meet the training needs of staff as required.

5: Plan Implementation

This plan will be annually monitored and reviewed to ensure that it is being implemented according to the timetable indicated. Additional areas identified may mean that the plan will be modified or updated during the 3 year period.

1: Improving access to the curriculum

Objective	Action	Response	Resources	Success Criteria	Monitoring	Evaluation of Impact.
To improve access to the curriculum for all pupils	1. Teaching and learning across the curriculum reflects equal opportunities for all pupils and relates to pupils' experiences.	All Teachers	Lesson Obs. Planning audit Triangulation	Planning and teaching includes opportunities to ensure that the diversity of society is represented.	JM/GD	
	2. To ensure that the curriculum is appropriately differentiated to take account of all individual pupils' learning needs.	All Teachers	Lesson Obs. Planning audit Triangulation	The majority of SEN pupils make at least good progress according to their individual need-evidenced in lesson obs and assessment scrutiny.	JM/GD	
	3. To continue to provide staff training: Dyslexia.	All teacher and TAs	Staff meetings	That all staff have been reminded of appropriate strategies to use with children on the dyslexic spectrum.	JM/GD	
	As above but for Autism					
	4.To further develop children's awareness of disability issues.	All teachers.	1265	PSHCE, citizenship and community cohesion all have focus on disability equality issues.	JM/ GD	

	5.To develop an IPaSS Policy which identifies provision, practice and support for HI pupils.	JK		A policy has been approved by Governors.	GB Curriculum Committee.	
	6. Provision and tracking of pupils with medical needs will be reviewed.	Sendco	Leadership time	A register has been updated. Pupil progress tracked for this groups and strategies put in place to support pupils who are absent from school.	GB Curriculum Committee.	

2: Improving access to the environment: *This is a new school building designed to meet all accessibility criteria.*

Objective	Action	Respons	Resources	Success Criteria	Monitoring	Evaluation of Impact.
To ensure that access to the physical and learning environment is good at the new school.	1.To monitor the accessibility of the building and adjust for any unforeseen instances.	Site Manager	Time	That mainstream contribution has been made with regard to provision for inclusive new school design and practice.	Site Committee Meeting for The Compass	

3: Improving communication and information sharing.

Objective	Action	Respons	Resources	Success Criteria	Monitoring	Evaluation of Impact.
Communication and information sharing are improved.	1.Parents/carers are updated re the revised accessibility plan and receive copies.	JM		That parents of children with disability have received a copy of the plan. A copy is also made available on the school web site.	Heads Report to G.B.	
	2.Parents/carers are updated re the progress of the plan to be made in the School Profile.	JM	School Profile	That parents have access to updated information.	Heads Report to G.B.	
	3.To ensure that all information received by parents/carers is in a suitable format. To ensure that all information used in teaching is presented in an appropriate format.	JM Teachers	Large print, ICT, simplified language etc. Visual timetables, picture/symbols, enlarged print etc.	That parents, carers and pupils all have appropriate access to school information.	Heads Report to G.B.	

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Accessibility Policy				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
			Summer 2018