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| **ACCESSIBILITY PLAN**  **AND POLICY** |

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| Date this policy was formally reviewed and agreed by Full Governing Body: | |
| Signed on behalf of the Governing Body by: | Lindsey Wardle |
| Signature: | A black wire with a circle  Description automatically generated |
| Date: | December 2023 |
| Date of next review: | September 2026 (3-yearly) |

**Introduction**

The Equality Act 2010, which replaced other equality legislation including the Disability Discrimination Act, states that schools should have an Accessibility Plan. The effect of the law is the same as in the past, meaning that, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

1. he or she has a physical or mental impairment, and
2. the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

At Carr Hill Community Primary School we are committed to working together to provide an inspirational and exciting learning environment where **all** children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

**Aims**

The school aims to work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage. 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

**Access audit**

Despite our school building being nearly 100 years old, it is fully accessible.

* The building has three floors, with wide corridors and several exit points to the exterior. We have a lift that elevates between the lower ground, ground and first floors. It is inspected and maintained quarterly through a Cyclical Maintenance Agreement. School staff have all been shown how to operate the lift.
* The ground floor accommodates Early Years and KS1 and has wide door access to all classrooms. There is a Hall/PA Studio which is accessible to all.
* The first floor accommodates Year 2 children and KS2, Headteacher/Deputy Headteacher, Family Support Worker and our Admin/Finance staff. The Main Reception is situated on this floor - visitors are asked to enter the school, proceed up the stairs, go through the door and turn left for Reception. Anyone who is unable to use the stairs, is using a wheelchair or has a pram/buggy, can use our lift. A member of staff will assist pupils and visitors.
* The lower ground floor accommodates our Boiler Room and the school dining hall.
* We have internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users or less mobile individuals.
* On-site car parking for staff and visitors includes a dedicated disabled parking bay. The main entrance to the school is flat, has wide doors fitted and a secure lobby which is fitted with an entrance buzz system for access to the school.
* There is a disabled toilet situated on our ground floor which is fitted with a handrail and emergency pull cord.
* Toilets in Key Stage 2 corridors and in our Nursery have been modernised in the last twelve months to offer easier access to all pupils.

**Training**

Whole school training will continue to raise awareness of equality issues for staff and governors, to comply fully with the Equality Act 2010.

**Accessibility Plan**

In order that pupils can have full access to the curriculum the school will provide priorities in the school ‘Accessibility Plan’ which will address giving pupils participation in the curriculum if they have a disability. Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This is done by:

• setting suitable learning challenges

• responding to pupiIs' diverse learning needs

• overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in our Accessibility Plan are:

a) Improving education and related activities

The school will continue to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school including participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

b) Improving the Physical environment of the school

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision and Delivery of information

The school will provide information in alternative formats as and when required.

**Accessibility Plan**

**Aim No 1: To increase the extent to which disabled pupils can participate in the school curriculum**

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| **Targets** | **Strategies** | **Responsibility** | **Success Criteria** |
| To review September Nursery/Reception admissions, and other admissions. | To identify pupils who may need additional or alternative provision. Ensure that all staff have full infomration about pupils needs and that these staff are aware of routes of enquiry they should follow to access further infmoration. | EYFS Teachers  Headteacher | Procedures, equipment, ideas set in place when pupils are admitted.  Staff training in place and database held to support transition of pupils through the school. |
| To establish close liaison with parents/carers and agencies for pupils with ongoing health needs, eg children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between school, families and other key personnel. | Headteacher  All Teachers  Outside agencies | Clear, collaborative working approach. |
| Ensure resources used by pupils support their individual access to the curriculum and that resources also include examples of people with disabilities (e.g. Early Years small world toys to include those with disabilities). | Ensure that images across the school show a consistency in presenting characters with different physical needs. | Headteacher | Clear presentation of people with additional needs disabilities seen around school. |
| Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability | The roles and deployment of staff are reviewed annually in line with Job descriptions, performance management and career progression.  Provision of CPD on learning difficulties and disability, CPD  Monitoring through work scrutiny | Leadership team  SENDCO  Governing Body | Barriers to curriculum participation and learning are removed.  Staff are confident fulfilling the roles for which they are employed and all pupils with a disability have appropriate differentiation and are making expected progress. |
| To ensure full access to the curriculum and to classroom discussions/ activities for all pupils. | To ensure that a differentiated curriculum is available that meets the needs of individual pupils. | SENDCO  All Teachers  Ed Psychologist | Advice taken and strategies evident in classroom practice.  ASD pupils supported and accessing curriculum. |
| To ensure curriculum progress is tracked for all pupils including those with disability and relevant individual targets set for these children. | Careful monitoring of assessment and progress completed by leadership on pupils who have additional needs and/or disabilities. | Headteacher  Class teachers  Assessment Leader | Clear understanding of current needs of all pupils. |
| Ensure test papers are appropriately adapted when required | To adapt test papers in line with the regulations set out in the DFE publications to ensure all children have equal access to the tests. | Headteacher  Class teachers  Assessment Leader | All children have equal access |
| To finely review attainment of all SEND pupils. | SENDCO/Class Teacher meet termly regarding pupil progress. | SENDCO  Class Teacher | Progress made towards ILP targets. |
| To evaluate and review the above targets and report findings to Curriculum & Pupils Sub-Committee annually. | A working group in place to review the progress of this accessibility plan. | Headteacher  SLT | All children making good progress.  Governors fully informed about SEN provision and progress. |

**Aim No 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education**

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| **Targets** | **Strategies** | **Responsibility** | **Success Criteria** |
| To improve physical environment of school environment. | Take account of the needs of pupils, staff and visitors with physical difficulties/sensory impairments when planning/undertaking future improvements of the premises such as improved access, lighting, colour schemes, stair safety etc. | SLT | Enabling needs to be met where possible. |
| To ensure we have a visually calming environment for all children. | Carefully mamanged learning areas and displays in classrooms and inviting role play areas that support calm pupils. | Teaching Staff  Non-Teaching Staff | Calm and inviting environment maintained. |
| To ensure that all pupils with a disability are able to be involved. | Create access plans for individual disabled children as part of ILP process. The school building will remain accessible to all pupils.  Undertake survey of staff, governors and parents/carers to ascertain access needs when necessary. | Teaching Staff  Non-Teaching Staff | Enabling needs to be met where possible and that all pupils/parents and carers can access all three floors to the building. |
| To ensure that the needs of all pupils are met fully within the capability of the school. | To liaise with parent/carers and external agencies, where required, to identify training needs and establish individual protocols. | Headteacher  SENDCO | The needs of all pupils are met. |
| To ensure disabled parents/carers have every opportunity to be involved. | Utilise disabled parking spaces for drop off/collection of disabled children if necessary.  Arrange interpreters from the RNID to communicate with parents who are deaf.  Offer a telephone call to explain letters sent home for any parents/carers who need this. | Whole school approach | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education. |
| To improve community links. | To continue to have strong links with neighbouring schools and the wider community. | Headteacher  SLT | Improved awareness of disabilities and Community Cohesion to the wider community. |
| To continue to develop play areas and facilities. | Source funding opportunities. | Whole school approach | Inclusive, child-friendly play areas. |
| To ensure paths and roads around the school are as safe as possible. | Communicate with parents/carers regarding safe parking of cars and the safety of their children walking to and from school. | PSHE Coordinator  SLT | No accidents or safety concerns. |
| All new build work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment. | Audit needs as part of any arising site works.  Refurbish the Institute room in to a child well being space for all children  Further develop sensory room in nursery/reception | Headteacher | School fully complies with Fire Regulations and Health & Safety Regulations. |

**Aim No 3: To improve the delivery of information to pupils and parents/carers with disabilities.**

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| **Targets** | **Strategies** | **Responsibility** | **Success Criteria** |
| All parent/carers to have a clear understanding of the information we are communicating. | Regular communication with parent/carers.  Interpreter provided if necessary.  Use of social media providers. | Class Teacher  SLT | Two-way communication in place. |
| To ensure all pupils have access to a differentiated curriculum which meets their needs. | Regular parental communication.  Individualised multi-sensory teaching strategies used for pupils.  Visual timetable used when appropriate alongside pictorial and symbolic representations. Adult support carefully deployed to support vulnerable pupils around school. | Teaching Staff  Non-Teaching Staff | All pupils able to access curriculum. |
| To enable improved access to written information for pupils, parents and visitors. | Investigate symbol software to support learners with reading difficulties.  Raising awareness of font size and page layouts will support pupils with visual impairments.  Auditing the school library to ensure the availability of large font and easy read texts.  Auditing signage around the school to ensure that it is accessible to all. | SLT | Appropriate written information is available. |
| Improve accessibility of information available to parents/carers | Update website with improved accessibility for parents/carers and pupils | Headteacher | All stakeholders will be able to access the information they require |
| To review pupil’s records, ensuring school’s awareness of any disabilities. Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all Staff. | Information collected about new pupils.  Records passed on to new Class Teacher during transition.  Annual reviews/ILP meetings.  Emergency Contact / Medical forms updated.  Personal Health Plans.  Follow care plans for pupils with significant medical conditions Regular medical training for First Aid, allergies, epilepsy and asthma.  Significant health problems – children’s photos and relevant information available to staff. | SLT  Admin Assistants | Records are updated and available at all times.  All relevant staff are aware of pupils’ medical needs and plans are clear and implemented effectively.  Staff training is implemented at least annually or as necessary.  All procedures are followed effectively. |
| In school record system to be reviewed and improved where necessary (SIMS, Emergency Contact Forms, Medical Records, CPOMS etc). | Record keeping system is reviewed ad modernisied to meet needs . | SBM  Admin Assistants | Effective communication of information about disabilities throughout the school. |