



Accessibility Policy

And

Action Plan

2021 - 2024



Charlestown Community Primary School

Accessibility Plan

2021-24



Introduction:

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by the DfES in July 2002.

Charlestown Community Primary School's building is well designed to meet the needs of disabled pupils:

- The school is all on one floor so all classrooms are accessible both in the main building and the EYFS unit.
- All public access rooms, including the main entrance, community room, toilets and halls are easily accessible and on one level. The community room outer door has a ramp which enables access.
- Disabled toilets are accessible around school one of which is also a medical room.

Definitions of Disability:

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long term adverse effect on their ability to perform normal day – to day activities

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day- to- day activities' include everyday things like eating, washing, walking and going shopping

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adults with a disability.

Principles:

1. Compliance with the Equality Act is consistent with the school's aims and equality policy and the operation of the school's SEND policy

The school recognises its duty under the Equality Act

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at substantial disadvantage
 - To publish an Accessibility Plan
2. In performing their duties, Governors and staff will have regard to the DRC (Disability Rights Commission) Code of Practice 2002
 3. The school recognises and values parents' / carers' knowledge of their child's disability and its effect on his / her ability to carry out normal activities and respects the parents' / carers' and child's right to confidentiality
 4. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; setting suitable learning challenges
 - Responding to pupils' diverse needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils

Charlestown Community Primary School has identified the following points for action as part of the Accessibility Action Plan in order to achieve the key objective:

a) Access to the Curriculum:

- To continue to provide appropriate speech and language provision across school.
- To develop the staff understanding of the emotional needs of children with social, emotional and mental health needs
- To provide effective support for EAL pupils in school
- To increase staff and children's awareness of effective working with children who have a hearing impairment

b) Physical Access:

- To ensure continued improved access for pupils who may experience difficulty moving around school
- To ensure that children with hearing impairment have needs met within the classroom and other areas of school

c) Access to Information:

- To develop effective EAL support
- To develop alternative ways of communication for parents / carers particularly those with EAL.
- To continue to develop effective methods of communication for SEND pupils' families.

Linked Policies:

This plan will contribute to the review and revision of related school policies where and when necessary, e.g.

- Teaching and learning policies
- SEND Policy
- Equality Policy
- Curriculum Policies
- Health and Safety Policy
- Behaviour Policy
- LA Admissions Policy

This policy / plan was agreed:	January 2021
This policy / plan will be reviewed:	January 2024
Signed:	A. Collis
Chair of Governors:	B. McKeown

This plan can be made available in other formats if requested.

The following documents have been taken into account in the production of this policy:

- Equality Act 2010, schedule 10
- Accessible Schools: Planning to increase access to schools for disabled pupils (July 2002)
- The SEND Code of Practice 0 to 25 Years (January 2015)

Section 1: Access to the Curriculum

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve Access to the Curriculum.

Target	Task	Timescale	Responsibility	Desired Outcome
<p>To continue to provide appropriate speech and language provision across school.</p>	<p>Train support staff in Elklan</p> <p>Initial assessments completed (new pupils)</p> <p>SaLT targets implemented into IEP an linked with Edukey Provision Map</p>	<p>Autumn 2021</p> <p>Start of Summer Term 2021 (depending on date of appointment/COVID-19)</p> <p>Summer Term 2021 (depending on date of appointment/COVID-19)</p>	<p>SENDCo / Head or Deputy / Business Manager SENDCo</p> <p>SaLT SENDCo</p> <p>SaLT SENDCo</p>	<p>Identified children will receive in class support</p> <p>Children’s needs will continue to be identified and met more consistently</p>
<p>To develop the staff understanding of the emotional needs of children with social, emotional and mental health needs</p>	<p>Introduce the on-line Boxall Profile to Teachers, TAs and Learning Mentors.</p> <p>Complete EBPs for ARC children, SEMH children and current Year 5.</p> <p>Take part in Manchester Mentally Healthy Schools programme.</p> <p>Participate in the Nurture UK programme and achieve award</p>	<p>February 2021</p> <p>By Summer Term 2021</p> <p>Ongoing from July 2020</p> <p>Ongoing from September 2020</p>	<p>SENDCo</p> <p>SENDCo, ARC staff, Teachers, LM,</p> <p>Mentally Healthy Schools Lead.</p> <p>SENDco</p>	<p>Staff will understand the needs of children with social, emotional and mental health needs and provide support which will enable children to access the curriculum and their learning. Improved outcomes for vulnerable children</p> <p>Staff will access training from the M/c Mentally Healthy Schools Programme</p> <p>Identified pupils will access Place 2 Be sessions.</p> <p>Children will become ambassadors for the Mentally Healthy School programme</p>
<p>To provide effective support for EAL pupils in school</p>	<p>EAL Lead identified</p> <p>Baseline assessments for children new to Charlestown with EAL</p>	<p>January 2021</p> <p>Start Summer Term 2021 and ongoing (if COVID-19) allows,</p>	<p>EAL Lead</p> <p>EAL Lead Teaching Staff</p>	<p>Children more able to access the curriculum and improved outcomes. Earlier interventions in place with positive outcomes evident.</p>

To increase staff awareness of effective working with children who have a hearing impairment	Teachers to receive training. Implement strategies identified.	Jan 2021 When children return to school post Lockdown	SENDCo Teaching Staff Teaching Staff/TAs	Children can fully access their learning and curriculum and make progress.
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Section 2: Physical Access

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve Physical Access.

Target	Task	Timescale	Responsibility	Desired Outcome:
To ensure continued improved access for pupils who may experience difficulty moving around school.	Access to toilet facilities for wheelchair users is appropriate. Staff working with disabled children are fully trained in moving and handling, transfers and toileting.	Ongoing Check facilities for change of Year group in September 2021. Train staff when children back in school following lockdown (COVID-19). Latest Sept 2021	SENDCo SENDCo/Key Worker SENDCo	Staff working with identified children are trained by Physio team and/or LOIS. Staff will have a clear understanding of needs and be able to plan effectively.
To ensure that children with hearing impairment have needs met within the classroom and other areas of school	Seating position is identified. All staff made aware of children with HI to ensure access to large group activities (eg Assembly). Pupil Passports are up to date and accessible for staff in relevant classrooms.	When children return to school post lockdown. Latest Sept 2021 Summer Term 2021 Easter 2021	SENDCo/Class Teacher SENDCo/Class Teacher SENDCo/Class Teacher	Any child in school who has a hearing impairment to have a care plan and evacuation plan in place Staff will have had access to training to support pupils who have a hearing impairment.

Section 3: Access to Information

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve Access to Information.

Target	Task	Timescale	Responsibility	Desired Outcome
To develop effective EAL support	EAL Lead identified Introduce baseline assessments for children new to Charlestown.	Jan 2021	EAL Lead	More timely assessments of level of English which will identify level of need and support required More timely support provided Improved outcomes for children through accelerated levels of progress Staff will be used more effectively to support children with EAL
To develop alternative ways of communication for parents / carers particularly those with EAL.	Share information in a variety of ways other than letter. Eg: Videos, translations	From January 2021	Headteacher All staff Multi-lingual staff	Alternative methods of communication in place i.e. text messages in range of languages / use of google translate / use of interpreters / use of skills of staff / parents to translate information
To continue to develop effect methods of communication for SEND pupils' families.	Share IEPs and Pupil Passports via Edukey Make parents aware of the system Hold sessions for Parents/Carers to feedback on systems involving SEND.	Teachers Sept 2020 By September 2022 To begin as soon as possible post lockdown restrictions (COVID-19)	SENDCo SENDCo SENDo	Parents communicate effectively with Teacher/SENDCo IEPs are a working document between school and home Outcomes and feedback is shared and implemented where appropriate.