

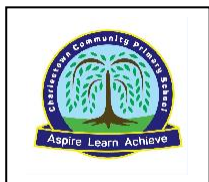


Accessibility Policy

And

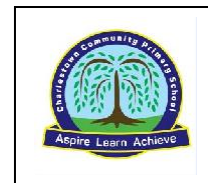
Action Plan

2021 - 2024



# Charlestown Community Primary School

## 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.
- ☐

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) They have a physical or mental impairment
  - b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
- Legal Background Under the Equality Act 2010, all schools must have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation' This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities of school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

## **Aims and Objectives**

Our aims are to: Improve and maintain access to the physical environment Increase access to the curriculum for pupils with a disability Improve the delivery of written information to pupils

**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 reviewed January 2022
This policy / plan will be reviewed:	January 2023
Signed:	Allison Collis
Chair of Governors:	Bridget 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
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Charlestown offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Audit of CPD needs and specific training, including medical training needs.</p> <p>Greater understanding and skill set of various pertinent medical needs.</p> <p>Pupils to have access to the use of left handed scissors, theraputty, wobble cushions, pencil grips, fidget toys, coloured acetates for reading and self-checking and access to sensory break equipment such as ear defenders.</p>	ongoing	SENDCo	High levels of progress seen amongst all vulnerable sub groups
<b>Exploitation of technology to support learning for all groups of learners</b>	<p>Support all staff to implement and effectively use technology within the classroom. Use of Ipads for individual pupils – source suitable support apps – train staff.</p> <p>Further training to develop hearing aids connecting to ipads</p>	Ongoing	Class teacher SENDCo Teacher of the Deaf	Increased rates of progress for all learners. Increased staff confidence with these programmes
<b>To continue to provide speech and language provision across school.</b>	<p>Initial WELCOMM assessments completed (Nursery, Reception and Y1)</p> <p>Speech and language interventions carried out (as suggested by speech and language therapists)</p>	December 2022  Ongoing	SENDCo SEN assistants	Children have a wider use of language and speak confidently.  Children achieve their ELG

	ELKLAN training completed	Summer 2022		
<b>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</b>	Commitment to CPD to promote health and wellbeing	Ongoing	Headteacher	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
	Review of the PSHE Curriculum framework and coverage in light of new legislation	Autumn 2022	PSHE lead	
	Boxall Profile carried out with all children on RAB list	January 2023	Learning mentor	Identified pupils will access Place 2 Be sessions. Children will become ambassadors for the Mentally Healthy School programme
	Boxall Profiling carried out with all ARC children and SEMH children	January 2023	ARC staff	
	Place2be in school weekly for counselling for children	ongoing	Family Support Worker	
	Year 5 and Year 6 complete mental health training and can self regulate and identify own behaviours	Summer 2022		
<b>To provide effective induction support for EAL pupils in school</b>	EAL Lead in place	September 2022	EAL Lead	Children more able to access the curriculum and improved outcomes. Earlier interventions in place with positive outcomes evident
	Baseline assessments in place for children new to Charlestown with EAL Interventions and strategies in place and teachers trained.	From September 2022	EAL Lead	
	PiXL resources used well	January 2023	Teaching Staff	

<b>To increase staff awareness of effective working with children who have a hearing impairment</b>	TAs/SEN assistants to attend voluntary LOIS training.	Autumn 2022	SENDCo Teaching Staff	Children can fully access their learning and curriculum and make progress.
	Whole staff training	Spring 2023	Teaching Staff/TAs	
	Implement strategies identified by Teacher of the Deaf	Spring 2023		

## 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/Focus	Task	Timescale	Responsibility	Desired Outcome:
<b>Emergency escape routes</b>	Labelled well and clearly displayed throughout the school  Assessed for wheelchair useage	Ongoing	Site manager	
<b>All corridors are accessible for wheelchairs and wide enough for manoeuvre</b>	Carry out Health and Safety assessment	Autumn 2022	Site manager	
<b>To ensure continued improved access for pupils who may experience difficulty moving around school and outside</b>	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 2023  Annual training	SENDCo SENDCo  SENDCo Physio and Lois	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.



<b>To ensure that children with hearing impairment have needs met within the classroom and other areas of school</b>	Seating position is identified. Advice followed	Annually	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.
	All staff made aware of children with HI to ensure access to large group activities (eg Assembly).	Annually in transition	SENDCo/Class Teacher	

### 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.*

<b>Target</b>	<b>Task</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Desired Outcome</b>
<b>To develop effective communication to parents who English is an additional language</b>	Availability of written material in alternative formats when specifically requested  Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested (translated documents where possible)	Jan 2023	EAL Lead	The school will be able to provide written information in different formats when requested for individual purposes  A link will be made available on the website so that information can be translated into another language

<b>To make information accessible to parents with low literacy levels and those with dyslexia</b>	Create a video introduction to the school for the website  Weekly video newsletters to parents	From January 2023	Headteacher	Parents are more informed
---	--	-------------------	-------------	---------------------------