



## **Cale Green Primary School - Accessibility Plan (September 2017) – updated September 2018**

### **Introduction**

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.

This plan will be reviewed formally every three years by the Governing Body but will be monitored and updated regularly by the Head teacher and the SENDCO.

### **Definitions of SEND**

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’ (SEND Code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND Code of Practice 2014)

## The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable. (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND Code of Practice 2014)

The Accessibility Plan should be read in conjunction with:

1. The LA Admissions Policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

## **The Accessibility Plan**

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND Code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement / EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

## **The Accessibility Action Plan**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

### **Current Position**

The ground floor is accessible for those with physical difficulties

The outside play areas are mostly accessible for wheelchair users and a ramp to the outdoor classroom is to be installed

There is one toilet for disabled users

Teaching assistants support pupils using a range of intervention and therapy programmes

The school is well equipped with a range of learning aids and specific equipment including induction loops in the Early Years building

The Learning Mentor supports a range of vulnerable pupils and their families

Recent (and regular) training has taken place in SEND, diabetes, anaphylaxis, managing medical needs and there are a high number of trained first aiders

A comprehensive access audit was completed in summer 2014. This has been reviewed by governors and is used to inform any subsequent alterations and adaptations.

## Improving Access to the Physical Environment

Aspects to consider:

- Wheelchair access or access for people with mobility difficulties (not yet necessary on a permanent basis)
- Toilet cubicles
- Upper floors, emergency procedures
- Children with medical conditions – although no medical room exists, where necessary the Learning Mentor's room can be used
- Parking – level access
- Classroom layout
- Specialist equipment
- Playground equipment

	<b>Targets</b> <i>(What you want to achieve)</i>	<b>Strategies</b> <i>(How you audit, gather evidence, and plan what you need to do)</i>	<b>Outcomes/Success Criteria</b> <i>(What will happen as a result of your action)</i>	<b>Timescale</b>	<b>Responsibility</b>
<b>Short Term</b>	Children with disabilities are accommodated satisfactorily in the school environment and provision is made for short term mobility issues.	Risk assessments for short term issues (e.g. a child with a broken leg would have an identified buddy and a dedicated member of staff).	Children with short term disabilities are able to attend school and access all areas of learning.	Ongoing	HT SENDCo Class Teacher All staff
<b>Medium Term</b>	Identify/provide a suitable area for children with medical needs to be attended to with some privacy.	Use of Learning Mentor room	Children will have an area where they can be treated in privacy.	Ongoing	All
	Consider access arrangements and provision for residential visits.	There are currently no residential visits planned for 2018/2019 but visits will be planned to take account of individual needs	All children will be able to go on residential visits and adequate care and provision will be made for them.	Ongoing	All
	Provide accessible parking	Replace/renew markings for accessible parking bays.	Parking in place for Spring 2016	Completed	HT

		Level the kerb adjacent to the accessible parking space			
	Widen approach/entrance to staffroom so that it would be accessible for wheelchair users.	Remove paperwork (staff pigeon holes) as part of internal remodelling process	Existing doorway to remain to provide WC access and pigeon holes removed.	Completed	HT
<b>Long Term</b>	Risk assessments in place for children with more permanent mobility issues that can be adapted as and when required.	Completed with parents and relevant professionals. Specialist equipment to be provided (chairs etc.)	All children will have access to learning and class activities	Ongoing	HT
	Improve access to Head's office for wheelchair users.	Widen doorway to 800mm	When resources become available		

### Improving Access to the Curriculum

Aspects to consider:
<ul style="list-style-type: none"> <li>• Alternative provision where access cannot be provided</li> <li>• Keyboard</li> <li>• Text size</li> <li>• Staff training (medical and sensory)</li> <li>• Additional equipment</li> <li>• Review of participation</li> <li>• School visits</li> <li>• After school provision</li> <li>• Provision of staff to support inclusion of children with physical difficulties / conditions, additional needs and requirements</li> </ul>

	<b>Targets</b> <i>(What you want to achieve)</i>	<b>Strategies</b> <i>(How you audit, gather evidence, and plan what you need to do)</i>	<b>Outcomes/Success Criteria</b> <i>(What will happen as a result of your action)</i>	<b>Timescale</b>	<b>Responsibility</b>
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	Children with short term physical disabilities are able to take part in PE lessons.	Use of ICT equipment to involve them in PE lessons. (e.g. use of an iPad to take photos that can be edited using 'Skitch')	All children will be learning during PE lessons.	Ongoing	CH
	Children with SEND have equal opportunities for accessing learning within the Foundation Stage.	<p>Where necessary children with SEND will have a personal provision map for the week identifying what the class are doing and what they will be doing.</p> <p>Staff have a good understanding relevant conditions and how they can impact on learning.</p> <p>Staff access LSS/PBSS and other training – especially on communication and visual strategies.</p> <p>Mobility aids and appropriate seating will be provided as needed</p>	<p>Staff will use strategies that they have learned.</p> <p>Children with SEND will have clear provision maps and SEN support plans and the learning activities planned for them will enable them to make good progress.</p>	Ongoing	CH
	To ensure that all staff are trained to support pupils with ASC and communication difficulties.	Staff to attend LSS training and SaLT training on using visuals.	<p>Staff become more confident.</p> <p>Children are included in activities and prepared for learning.</p>	Ongoing	CH
<b>Medium Term</b>	All staff to be trained in de-escalation strategies and appropriate restraint.	<p>New members of staff to access a Team Teach course as soon as possible after starting.</p> <p>Refresher courses to be planned for staff who have</p>	Staff will be more confident and enabled to manage behaviour in class and around school. They will have a good understanding of de-escalation strategies and restraint techniques and their	Repeat every 2/3 years	CH

		previously been trained	appropriate use.		
<b>Long Term</b>	Any new ICT equipment is purchased with a view to accessibility options.	Liaison with AVA (ICT consultants) regarding any new purchases	All children will have access to ICT equipment to support learning	Ongoing	CH / KH

### Improving Access to Information

Aspects to consider:

- Symbol software
- Font size/type
- Library books
- Signage around school

	<b>Targets</b> <i>(What you want to achieve)</i>	<b>Strategies</b> <i>(How you audit, gather evidence, and plan what you need to do)</i>	<b>Outcomes/Success Criteria</b> <i>(What will happen as a result of your action)</i>	<b>Timescale</b>	<b>Responsibility</b>
<b>Short Term</b>	Children with Visual Impairment are able to access classroom resources.	Continue to liaise with the Sensory Support Service to identify the equipment/modifications that are required.	Children with VI will be able to access the curriculum fully.	Ongoing	SENDCO HT SSS Staff
<b>Medium Term</b>	Support staff are trained to support and include children with Visual Impairment.	Support staff to attend specialised training when available. SENDCO to identify opportunities.	Children with VI will be able to access the curriculum fully.	Ongoing	SENDCO HT SSS Staff