

CALLANDS COMMUNITY PRIMARY SCHOOL



Accessibility Plan 2020-2023

Full Implementation	September 2020
To be revised	September 2024
Signed on behalf of GB by CoG	

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA). 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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body.

The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Callands Community Primary School the Plan will be monitored by the Headteacher and evaluated by the Chair of Governors. The current Plan will be appended to this document.

At Callands 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.

Key Aims

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by consultations with pupils, parents, staff and governors of the school. The document will be used in conjunction with other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Callands Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Callands Community Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

Callands Community Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information to:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; this might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Equality Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment: There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils can participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for pupils during lunch and break times particularly for those with social/interaction difficulties, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum: Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, i.e. PE for pupils with a physical disability, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information: Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit: The school is housed in a single-storey building. Most entrances to the school are either flat or ramped and all have wide doors fitted. Whilst we acknowledge that the visitor parking arrangements could potentially present challenges for disabled persons, we make reasonable adjustments as the need arises. The public parking spaces directly outside of the school does have clearly identified disabled parking spaces marked out. There are three disabled toilet facilities in the school all fitted with a handrail and a pull emergency cord; one is near to the main reception, one on the playground side of the school and one in the EYFS building. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The Chair of Governors or nominated person from the Board of Governors may be involved if the complaint is not resolved satisfactorily.

Covid-19 access arrangements

Due to the national and local arrangements during 2020 onwards, the school acknowledge that different working processes are in place to meet the training needs of individual pupils, potential new starters and preparation for school leavers. The compliance with accessibility to learning has been adjusted in order to work within the guidelines of the Covid-19 restrictions to the best of their ability. Adaptations are being made on daily, weekly and termly basis with changes to the teaching environment as defined by Ofsted, DfE and local authority guidance. This accessibility audit reflects the standard being complied with at the current time and will be under regular review (6-monthly) to ensure that high standards are being maintained to the best of everyone's ability under the extreme circumstances affecting schools on a nation-wide basis.

Action Plan

Aim 1: To increase the extent to which all pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing. The table below sets out how the school will achieve these aims.

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into EYFS each year.	<ul style="list-style-type: none"> To identify pupils who may need adapted or additional provision – one-to-one tours of school building with parents and child. To liaise with pre-school providers to prepare for the new intake of children into EYFS each year. To ensure staff have received adequate training before each new school year. Transition meetings with new starters – phased start over 3 days in groups of 10. 	<ul style="list-style-type: none"> Time Allocated – Wednesday. Head Teacher – tours. SENDCo and specialist teachers planning. CPD training Nurture room 	1. Add floorplan to website or starters pack, plus a virtual tour of internal school.	Headteacher SENDCo EYFS Lead	<ul style="list-style-type: none"> Provision set in place ready for when the children start school – pupils settle down quickly at the start of the term. Provision for accessibility tools are ready for the start of term. Teaching staff have a clear picture of lesson delivery at the start of each term and can adjust teaching pedagogy.
To have effective communication and engagement with parents.	<ul style="list-style-type: none"> Teachers communicate with parents via telephone or work email between 8.30am and 5.30pm. School Ping is also utilised for communication purposes. Provision is in place to communicate with both parents in the event of a separation (see Separated Parents Policy). Parents evening twice per year (currently through telephone meetings) and provision of written reports twice per year. School events are displayed on the website, weekly newsletter and School Ping app. Provision of Parents Pack to new EYFS intake of pupils and Welcome Pack for in-year transfers. 	<ul style="list-style-type: none"> School Ping Office UC App VLE 	2. Find a translation button for your website.	Headteacher Parent Partnership Lead	<ul style="list-style-type: none"> Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. All Ping messages are read by parents – traceability.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual children. Forest school leaders deliver team building sessions including self-awareness and skills linked to curriculum topics, i.e. reading skills combined with forest school activities. Access to learning (see Remote Learning Policy) – platform includes timetables. 	<ul style="list-style-type: none"> Forest School Screening tests Base-lining Staff meetings <p>Staff training:</p> <ul style="list-style-type: none"> SENCo Phonics screening 			<ul style="list-style-type: none"> Evidence that appropriate considerations and reasonable adjustments have been made. Attendance in school meets target. Assessment results meet targets.

<p>extracurricular provision.</p>	<ul style="list-style-type: none"> • Access to virtual live lessons for pupils with medial needs and those off in isolation (see Remote Learning Policy). • Adjusted PE sessions based on mixing abilities within PE lessons. • Extend high achievers in PE, i.e. Playground Leaders trained by LiveWire. • Classroom layout reviewed at the beginning of each term. • All children given opportunities to access all out of school activities. • Visual impaired children sit at the front of the room. • Staff training needs include epi-pen, dyslexia, literacy etc. ECT's fully supported. • Emergency evacuation procedures are clear and staff are capable of carrying them out. 	<ul style="list-style-type: none"> • Oxfordshire SEN Checklist • Dyslexia online tool • PE challenges • Forest school x 3 <p>Resources:</p> <ul style="list-style-type: none"> • Microsoft teams for live lessons • LiveWire membership 			
<p>Effective use of resources to increase access to the curriculum for all pupils.</p>	<ul style="list-style-type: none"> • Strategic deployment of support staff. • Extra Challenge opportunities on learning walls – colour coded objectives for all lessons. • Dyslexia friendly whiteboards in classrooms. • Learning walls in all classrooms. • Staff training needs reviewed annually. • Peer to peer working as appropriate. • Lesson plans developed through PLoDs (Possible Lines of Development) and EBL (Enquiry Based Learning). • 3 times per year, interest box in classrooms identify individual interests. • Pupil Voice - once per term. • School Council meet weekly (virtual meetings) with HT and/ or DHT. • Clear marking policy: Green for growth (target), tickled pink is a confirmation of success. 	<p>Interactive Learning:</p> <ul style="list-style-type: none"> • Forest School. • Homework club • School Council • Pupil Voice • Mental Health SLA • School elections • Sensory room <p>Teacher training:</p> <ul style="list-style-type: none"> • Speech and language programmes • Bereavement training <p>Resources:</p> <ul style="list-style-type: none"> • Individual work packs 	<p>3. Introduce VAKT assessment tools.</p>	<p>SENDCo Headteacher SLT Class Teachers</p>	<p>Positive impact on pupil progress Barriers to learning are removed by using the school ethos EBL and growth mind-set.</p> <ul style="list-style-type: none"> • Positive feedback from Future in Mind.
<p>Adaptation to the curriculum to meet the needs of individual pupils.</p>	<ul style="list-style-type: none"> • Individual Occupational Therapy referrals and programmes. • Speech and Language referrals and programmes. • SLT meet every fortnight to review vulnerable children needs. • Staff taught dyslexia recognition tools. 	<ul style="list-style-type: none"> • Occupational Therapy • SaLT • Nurture • Sensory Room • Intervention room • Safeguarding team 			<p>Needs of learners met, enabling positive outcomes. Pupil process meetings carried out on suggested timescales.</p>

	<ul style="list-style-type: none"> • Classroom walls uncluttered. • Communal areas – wall displays are positioned above shoulder height where possible. • Various text fonts used as appropriate in conjunction with overlays on wall displays. • Additional support for SATS – 1 x every half term, study booster groups before and after school daily/weekly. 	<ul style="list-style-type: none"> • Dyslexia screener 			
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<ul style="list-style-type: none"> • Laptops available to support children with writing difficulty. • Talking tins – pre-recorded task for student struggling with memory retention. • Coloured overlays and reading rulers for pupils with visual difficulty. • Specially shaped pencils and pens for pupils with grip difficulty. • Use of wedge/wobble cushions. • TA support and additional intervention methods. • Independent learning resources in each class to support learning. 	<ul style="list-style-type: none"> • Technology in classrooms – laptops and appropriate software. 			<p>Increased access to the Curriculum. Needs of all learners met.</p>

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
<p>Access into school and reception to be fully compliant for visually impaired people, hearing impaired, and those in wheelchairs.</p>	<ul style="list-style-type: none"> • Designated disabled parking available in the public car park. • Wide opening doors in to the school and from lobby area to reception. Double doors into main hall. • Reception staff are aware of carer/parents who need assistance to enter the building. • External pathways cleared of vegetation and moss. • Internal corridors checked daily. 	<ul style="list-style-type: none"> • On-going maintenance of building • Surfaces gritted in cold weather 			<p>Evidence that appropriate consideration has been made wherever physical school improvements are carried out. All staff, pupils and visitors can exit safely and visitors can enter the building as required.</p>
<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</p>	<ul style="list-style-type: none"> • Create personalised risk assessments and access plans for individual pupils. • Staff carry out home visits before child with disability starts at school. • Liaise with external agencies, identifying training needs and implementing training where needed. • Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. • Adaptations to table height and use of standing desks. • Window blinds fitted in all rooms. 	<ul style="list-style-type: none"> • Parents' knowledge • External agencies • Signage displayed • Sensory room 			<p>As full as possible inclusion for all pupils. Safe evacuation in an emergency.</p>

Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Create and offer information in alternative formats, i.e. website newsletter, printed newsletter, School Ping, verbal information to parents via teachers and office staff. • Access arrangements are considered and put into place for statutory testing. • Provide translated documents where appropriate. • Parent contact details updated annually. • Parents information workshop each September and continuously throughout the year. 	<ul style="list-style-type: none"> • Use of translator through local charity. • Parental agreements signed. 	2. Find a translation button for your website.	Headteacher Parent Partnership Lead	Evidence that appropriate considerations and reasonable adjustments have been made. Parent agreements returned signed.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	<ul style="list-style-type: none"> • Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible. • Seek and act on advice from sensory support advisor on individual parent requirements. • Adjustments made to newsletters, i.e. ensure large, clear font used in documentation. 	<ul style="list-style-type: none"> • Newsletters • Sensory support 			Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Board of Governors, LA and the Head Teacher.