

Castor Church of England Primary School



Accessibility Plan

'We have faith in God, ourselves and everyone around us in order to achieve our full potential academically, emotionally, socially and physically, thereby empowering us all to make a positive difference to the world.'

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Written by:	Eve Copeland (SENDCo & Inclusion Leader)
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Signed:	Alan Turner
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1. Aims

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 staff and Governors at Castor recognise that all its pupils fairly and with respect. This involves providing access to the curriculum and opportunities for all pupils without discrimination of any kind. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ✓ Ensure that our curriculum is responsive to all children whatever their individual need.
- ✓ Promote positive attitudes and individual confidence, ensuring all children experience success.
- ✓ Identify, assess, record and regularly review pupils' special educational needs.
- ✓ Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- ✓ Make effective use of support services.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan: our Local Authority is Peterborough City Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [teachers, pupils and parents].

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY AT CASTOR CofE PRIMARY SCHOOL

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON (S) RESPONSIBLE	ACTIONS COMPLETED BY	SUCCESS CRITERIA
Staff able to support children with hearing Impairment through Quality First Teaching.	<ul style="list-style-type: none"> ➤ Arrange for staff update training by hearing impairment service; to consider good practice in supporting pupils with hearing difficulties in class. 	Inclusion Leader/CPD Leader	April 2023	All children (with hearing impairment) will be sat in an appropriate place. All children (with hearing impairment) will be able to access the learning/teacher talk.
Staff able to adjust accessibility of ICT equipment to meet the needs of individuals.	<ul style="list-style-type: none"> ➤ Arrange for staff updated training by ICT support to ensure all staff are familiar with how to adjust settings on a range of devices. ➤ A guidance document to be developed to ensure all staff would be able to use ICT devices 	Inclusion Leader/ICT Support Inclusion Leader	April 2023 September 2023	Children will be able to access their ICT equipment that is set up for them, at all times. All staff members will know where to access information to support children accessing their ICT equipment.
Staff are able to make reasonable adjustments in line with the accessibility checklist to ensure fair access to all children.	<ul style="list-style-type: none"> ➤ Staff provided with accessibility checklist for delivering teaching. ➤ With staff, update key ways of adjusting their teaching that will support pupils with disabilities (mainly HI/VI) e.g. are access to resources for all, appropriate seating arrangements. 	Inclusion Leader	May 2023 May 2023	When monitoring Inclusion, accessibility adjustments will be clearly identified in lessons/classroom.
Barriers to learning identified by pupils.	<ul style="list-style-type: none"> ➤ Review and implement questionnaire for pupils to identify what they see as barriers to their learning and what could be done to overcome them. 	Inclusion Leader	April 2023	Pupil voice is conducted and analysed. Any barriers to learning are addressed, or if not addressed, reasons given for why.
Curriculum resources are accessible to all children.	<ul style="list-style-type: none"> ➤ Children access overlays and modified resource books to support visual accessibility. ➤ Resources to support universal access to the curriculum available for all children (e.g. pencil grips). 	Inclusion Leader	Ongoing	Resources are available for staff and teachers to access from the SENDCo's office.

Targets that are set as part of the APDR process	<ul style="list-style-type: none"> ➤ Children that have physical disabilities /hearing or visual impairment will have their health needs. 	Class teachers / Inclusion Leader	Autumn 2 Spring 2 Summer 2 – including transition to next year group.	When monitored, APDR targets will ensure that targets reflect fair and equal access to the curriculum.
Reasonable adjustments made to support the children, with physical disabilities, to access the curriculum with appropriate reasonable adjustments.	<ul style="list-style-type: none"> ➤ Class teachers to review regularly children’s access to the curriculum being taught in their year group. ➤ Visual Impairment strategies are used as part of Quality First Teaching. ➤ Sound fields and radio aids are used consistently for those children with hearing impairment. 	Class teachers / Inclusion Leader	September 2023	All students will be able to access the curriculum. Reasonable adjustments are made to support access to the curriculum Teachers will be able to talk about
Ensure all Teaching Assistants (TAs) have continued specific training on appropriate disability issues	<ul style="list-style-type: none"> ➤ Use staff audit to identify TA needs relating to disability issues. ➤ Arrange appropriate training for TAs. 	SENDCo Head Teacher	Annually	Raised level of awareness of students with disability ensuring curriculum suits students’ requirements
Enable disabled students to have full access to extra-curricular activities and Academy trips	<ul style="list-style-type: none"> ➤ Discussion with lead staff of extracurricular activities, trips and residential visits. ➤ Identify potential areas of difficulty ➤ Organise additional activities for disabled students. 	SENDCo EVC	Ongoing	All students in school able to access all activities, receiving full educational entitlement.
Review all curriculum areas to include disability issues	<ul style="list-style-type: none"> ➤ Include specific reference to disability equality in all curriculum reviews. ➤ Make all staff aware of disability equality through staff training 	PSHE Lead & SENDCO	Ongoing	All students are aware of the challenges and equality related to disability.

**IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT FOR PUPILS WITH A DISABILITY
AT CASTOR CofE PRIMARY SCHOOL**

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON (S) RESPONSIBLE	ACTIONS COMPLETED BY	SUCCESS CRITERIA
To continue to improve the physical environment to enable better access for students with disability.	<ul style="list-style-type: none"> ➤ Review of furnishings, classroom layouts and timetables to ensure full access for all. ➤ Submission of bids to secure DDA funding 	SENDCo and SLT	At least annually When appropriate	All students can access a full timetable and appropriate teaching spaces.
Appropriate and sufficient parking for students and visitors with disability	<ul style="list-style-type: none"> ➤ Review car park layout and if required allocate more disabled parking spaces with line marking 	Head Teacher Site Manager	Annually	Sufficient parking for disability vehicles with appropriate access to all students and visitors.
Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves	<ul style="list-style-type: none"> ➤ Site manager to complete daily checks to ensure the site is free of obstructions 	Site Manager	Ongoing	Students have free and easy access of all paths and communal areas
To enable all children to access a physical learning environment that is suitable to their needs	<ul style="list-style-type: none"> ➤ Year groups are changed classrooms, so that children can access the learning environment for their year group. 	SLT	Yearly	Classrooms are appropriate for the physical needs of the children.
Review, maintain and service all DDA installations	<ul style="list-style-type: none"> ➤ Ceiling/mobile hoist and slings to be checked daily and serviced every 6 months ➤ Ceiling / mobile hoist and slings to be checked daily and serviced annually. 	Business Manager / Inclusion Leader	6 months Annual	All DDA installations are working effectively and enabling access. Equipment is certified and records kept.
Access to resources and learning areas.	<ul style="list-style-type: none"> ➤ Library installation – shelves at accessible height. ➤ Children have chairs that are height adjustable. 	Head Teacher Site Manager Library Installation Lead	Sept 2023	Library installation will be accessible for all children.
Ensure that all students and visitors with a disability can be safely evacuated.	<ul style="list-style-type: none"> ➤ Continue to annually review Personal Emergency Evacuation Plans for all disabled students. ➤ Review evacuation Procedures to ensure all staff are aware of their responsibilities. ➤ All Fire Marshals have up to date training 	Annually Annually Bi-annually	SENDCo / Fire marshals SBM / HT HT	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary).

The school is aware of the access needs of disabled children, staff and parent/carers	<ul style="list-style-type: none"> ➤ Undertake confidential survey of all staff and to ascertain access needs. ➤ Amend any existing questionnaires (student, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met. 	As recruited As required	SBM / HT / CoG	<p>Ensure the access needs of all adults regularly on site are met.</p> <p>All stakeholders able to access fully all school activities.</p>
All school staff are trained on access issues.	➤ Provide up to date information and training on disability equality for all staff.	Annually	SENDCo	Raised confidence of staff and governors in commitment to meet access needs.
Ensure all Fire Escape routes are suitable for all students.	<ul style="list-style-type: none"> ➤ Review accessibility of exit routes and fire doors, particularly for wheelchairs ➤ SLT/PEEP stipulates who is responsible for the evacuation of disabled students from each classroom 	Ongoing	Site Manager/Inclusion Leader	All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations. Ensure all School staff are aware of their responsibilities regarding evacuation.
Ensure that the edges of all steps in the school are visible	➤ Paint and maintain the paint on edges of each step.	Annually	Site manager	All steps are visible to all members of the school to check 6 monthly
Access to disabled toilets within 40 metres of any classroom	➤ In place – review and ensure sufficient arrangements should any disabled toilet become temporarily out of order for any reason	Ongoing	Site Manager	Disabled toilet access available throughout the school.

IMPROVE THE DELIVERY OF INFORMATION TO PUPILS WITH A DISABILITY AT CASTOR CofE PRIMARY SCHOOL

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON (S) RESPONSIBLE	ACTIONS COMPLETED BY	SUCCESS CRITERIA
Ensure all Teachers / TAs have continued specific training on appropriate disability issues, including the best way to communicate.	<ul style="list-style-type: none"> ➤ Arrange appropriate training for Ts/TAs ➤ Ts use visuals to support access to learning 	SENDCo	Annually	Raised level of awareness of students with disability ensuring curriculum suits students' requirements.
Ensure all staff are aware of disabled students' curriculum needs	<ul style="list-style-type: none"> ➤ All students have a PEEP (which is reviewed annually) ➤ Training for all staff on specific curriculum requirements for disabled students ➤ Children to have a single-page profile that they fill in and all staff can access, including the best way to communicate with them. 	SENDCo	Annually As soon as required	All staff aware of individual student's access needs. All staff informed, where necessary, on requirements on a regular basis.
Include discussion of access to information in all annual reviews of SEND needs	<ul style="list-style-type: none"> ➤ Ensure preferred method of communication is used. ➤ Develop strategies to support children's access to information. 	SENDCo	Annually	Method of preferred communication identified as part of the EHCP process.
Produce accessibility information to increase support for parents and carers of disabled students	<ul style="list-style-type: none"> ➤ Develop a more cohesive SEND section of the website. 	SENDCo	Nov 2023.	SEND section of website will be updated, and easily accessible to parents. SENDCo details updated on School Information Report
	<ul style="list-style-type: none"> ➤ Share SEND point of contact with parents and/or carers. 	SENDCo	Ongoing	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by [the governing board].

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy