Culcheth Community Primary School
School Accessibility Plan 2016-2019

Updated November 2016

Where Learning is Fun!

1. Schools' Planning Duty

1.1.   Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010:**

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. School Aims

2.1. At Culcheth Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **Culcheth Primary School aims:**

In order to make it possible for each child, regardless of race, gender, age, disability , attainment or background the school is a community where everyone works together in an atmosphere of mutual trust and respect, to ensure that everyone is valued enabling the best possible personal and educational achievements.
We actively promote a caring ethos where children develop to become happy, responsible and self – disciplined members of society.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Culcheth Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Culcheth Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Culcheth' s Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	• Staff training on Makaton • Staff training on Speech and language programmes • Rapid referrals made where required to gain expert advice on how best to support specific needs • Inclusive, quality first teaching is maintained throughout school • Visual timetables are used throughout school • Dyslexia and ASD friendly strategies are used throughout school	• Continued staff training on differentiating curriculum/ procedures to meet specific needs • Specialist equipment to be provided where needs are identified • To audit provision termly to ensure that all current needs are met. • When new pupils start school, a full, clear picture of needs is gained in order to ensure that all needs are met.	• Staff training to be identified and provided to meet specific needs • Equipment to be purchased where required • Termly meeting with SMT and SENCO to look at all provision mapping to ensure all needs met • Meeting with parents when child starts and transition plans made with previous setting if required	• AD • AD • SMT/ SENCO • AD	As required • As required • Termly meeting • As required	• Staff feel confident to deliver quality first teaching which meets the needs of all children • All children's needs are fully met
Improve and maintain access to the physical environment	• There is disabled access to the full school site. • There is an accessible toilet available • Plans of school are displayed in each room	• To develop a sensory area • Increase number of tranquil spaces around school for those with additional needs • Ensure pathways are free from vegetation to	• Sensory area to be developed with Gardening Club and Forest school • Area for tranquil spaces to be identified with children through	• FK • AD • MT	• By end of Spring term 2017 • • By end of Spring term • Weekly	• Sensory areas created that children report as being calming and tranquil • Disabled

	• Blinds are fitted to all rooms to allow for adjustments in light for visually impaired. • Standard colours and decoration used throughout school	allow access • Ensure disabled parking spaces are always available • When new pupils start school, a full, clear picture of needs is gained in order to ensure that all needs are met. • To audit provision termly to ensure that all current needs are met.	school council • HT to meet with families as they start school • Termly meetings with SENCO and SMT	• AD • AD/SMT	checks As required • End of each term	access is always fully accessible • New families report that their child's needs are fully met • New plans for provision are fully effective and meet the needs of all children
Improve the delivery of written information to pupils	• Coloured paper used where scotopic sensitivity has been diagnosed • Digital technology used where appropriate • Larger script used where required, or individual papers provided where a child finds transfer of information from a board difficult.	• When new pupils start school, a full, clear picture of needs is gained in order to ensure that all needs are met. • To audit provision termly to ensure that all current needs are met	• Actions to be taken immediately needs are identified	• AD	• As required	• All children's needs are fully met due to swift assessment and provision of all relevant resources

Feature *For example:*	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey throughout	None	-	-
Corridor access	All corridors fully accessible	Site manager to do daily checks to ensure that musical instruments or resources do not create any blockages or hazards in corridors	MT	Ongoing daily checks – records to be maintained by Site Manager
Lifts	NONE	None	-	-
Parking bays	Disabled bays clearly marked	Monitoring of car park and reminders to parents not to use disable bays unless they have a need to	MT	Ongoing
Entrances	All entrances have full disabled access	New audit if a child with significant needs starts school	AD	As required
Ramps	Ramp at front door for access to office	To maintain as required	AD	As required
Toilets	Accessible toilet provided	To maintain as required	AD	As required
Reception area	Fully accessible	Monitor access is never restricted by deliveries or temporary storage of equipment	MT	Ongoing daily checks – records to be maintained by Site Manager
Internal signage	School clearly signed for escape routes Plans of school clearly displayed in every room	When replacing signage ensure that all new signs have information in Braille	AD	As required
Emergency escape routes	Clearly marked in all areas – fully accessible	New audit if a child with significant needs starts school (PEEP to be written)	AD	As required

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils needs will /can be met seek advice from SENCO, Head or Deputy or from other agencies such as Educational Psychologists, Specialist Teacher or Health Professionals.

2. What preparation have you made with the class/ group for:

- one to one peer support
- collaborative teaming
- group work
- valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning: how will you support the needs of all learners?

Consider:
- timing,
- variation of activities,
- types of activities [concrete/abstract],
- reinforcement of key ideas,
- extension work
- recall of previous work,
- links to future work,
- clear instructions.
  - Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?

Are you able to access specially adapted equipment for some students to enable them to participate fully?
  - If not, can an alternative way be found?
  - Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What different teaching styles are you going to use?

  - Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
  - Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing?
  - Kinaesthetic e.g. use movement, role play, artefacts, use the environment

5. Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc., are they accessible to all?
- Appropriate use of augmented communication and ICT

6. Self-presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom and when?

7. Use of support staff

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

8. Classroom organization

Is seating carefully planned and/or the activity accessible for pupils with:

- mobility impairments e.g. circulation space, table height
- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
- visually impaired e.g. maximise residual sight, if touch can reach
- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
- pupils with short attention span/easily distracted, e.g.: sit on own
- learning difficulties who need a lot of support, e.g.: next to peer supporter
- short attention span, e.g.: distraction free zone
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, e.g.: stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?

11. How will you ensure that all students feel equally valued through their experiences of:

- the allocation of teacher and support staff time;
- being listened to/ paid attention to;
- being respected;
- achieving;
- interacting with their peers.

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation?