

Cassop Primary School



Accessibility plan

Approved by: Curriculum Committee

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1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Cassop 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 values, which state that:

- We aim to know each of our children as individuals, setting high expectations for all, in order for them to achieve their full potential.
- We aim to provide a safe and secure environment with an accepting and inclusive ethos.
- First hand learning experiences are at the heart of Cassop. We deliver an innovative, challenging and creative curriculum that encourages resourcefulness and resilience leading to a life- long love of learning.
- As a dedicated team we aim to continually reflect and adapt our practice to meet the needs of our children.
- The partnership between home and school is highly valued. We aim to foster strong links with both local and global communities celebrating heritage, the environment and diversity.

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.

As a Durham County Council Local Authority maintained school we contribute to the local offer.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short:- To review the support plans of SEND children to check attainment and progress</p> <p>Short:- Interventions to support children with identified learning difficulties access the appropriate curriculum, or make progress and higher rate</p> <p>Medium:- Increase awareness of disability and hidden disabilities</p> <p>Medium:- To review children's records ensuring school's</p>	<p>Review meetings</p> <p>Timely intervention and support to be delivered based on research.</p> <p>Monitoring of progress</p> <p>Embedded within the curriculum – work towards Young Carers Charter and Level 1 RRS.</p> <p>To allocate dedicated staff meeting time to SEND to share</p>	<p>Class teachers / SENCO / HT</p> <p>Class teacher / SENCO / teaching assistants</p> <p>PSHE lead</p> <p>SENCO</p>	<p>Termly</p> <p>Termly or sooner if required (dependent on length of programme)</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Reviewed support plans</p> <p>Children identified with learning difficulties will make good or better than good progress</p> <p>External accreditation</p> <p>External accreditation – Young carers achieved now working towards RRS Bronze.</p> <p>Children using correct vocabulary in an open and transparent way</p>

		<p>awareness of any disabilities</p> <p>Medium:- In school record system to be reviewed and improved where necessary</p>	<p>information and cascade training</p> <p>To continue with paper copies of SEND files but to start to back up files on electronic cloud based system (CPOMS) linking behaviour and safeguarding</p>	SENCO	Ongoing	Additional SEND information will be stored on CPOMS (electronic system to support paper copies)
<p>Improve and maintain access to the physical environment</p>	<p>Explain your school's approach here. Example:</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps where possible • A variety of access options to school • Corridor width • Double opening doors • Contrasting colours between door frame and door • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Reasonable adjustments are made for parents, carers and members of staff as well as pupils 	<p>Long:-</p> <p>Continue to develop playgrounds and facilities</p>	<p>To allocate SEND budget amount enhance the playground and facilities</p> <p>Children to identify aspects of play to be improved;</p> <p>Staff to identify Environmental improvements for T&L</p>	<p>School council</p> <p>All staff</p>	Ongoing	<p>Grounds and play facilities are improved</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Visualisers • Visual timetables • Pictorial or symbolic representations 	<p>Short:- To adopt a variety of teaching styles when teaching</p>	<p>Activities planned to engage and include all learners</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Range of activities observed; children engaged</p>
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4. Monitoring arrangements

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

It will be approved by annually by the Governing Body.

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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Flooring to be replaced	VH/HA	February 2018
Corridor access	Throughout school	Doors replaced, summer 2016 - completed		
Lifts	N/A			
Parking bays	Council owned layby outside of school	Monitor parking One way system signage	MM/Highways	Ongoing
Entrances	1	Re-site wooden shelter to allow for pedestrian gates to be installed	VH/HA	Easter 2018
Ramps	No ramps in school	Portable ramp to be purchased	VH/HA	February 2018
Toilets	6	Signage to be renewed	VH/HA	July 2017
Reception area	1	Improved signage	VH/HA	Easter 2018

Internal signage	Throughout school	Include non-gender specific signage	VH/HA	July 2017
Emergency escape routes	Throughout school	Monitoring of emergency lighting	GT	December 2017