

Coleham Primary School



Accessibility Policy

Date of policy: Autumn 2019

Date of review: Autumn 2022

1. Introduction

Coleham Primary School welcomes all pupils including those with disabilities and aims to provide an accessible learning environment so all members of the school community can thrive and succeed and reach their potential. We are committed to providing adjustments and solutions to ensure that all pupils can access the curriculum, facilities and wider school opportunities via a fully inclusive approach.

2. Legislation

Under the Equality Act 2010 schools should have an Accessibility Plan. Schools cannot discriminate against those with 'disabilities' as a protected characteristic. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

According to the Equality Act 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.

3 Aim

Coleham School's Accessibility Plan has the following key aims:

- to do all we can to support disabled pupils to access and participate in the curriculum
- to make staff, governors and parents/carers aware of the ways in which we have already, and are, making the school and the curriculum accessible for all students to participate, whatever their circumstances.
- to maintain and improve access to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.

4 Related policies

This policy should be read in conjunction with the following documents:

- Admissions & Attendance Policies
- Behaviour Policy
- Equality Information Objectives
- Health & Safety Policy
- SEND Policy
- SEND Information Report

- Supporting Pupils with Medical Conditions Policy

5. Physical Assessment of Premises

Our main school is the original Victorian building dating back to late 1800's. When the school was first built there were two separate buildings for boys and girls. Now these make up KS1 and KS2 classrooms and are joined via a middle section containing the Reception area, school offices, kitchen and hall. The building is single storey with access from the front and back via ramps. Our largest outbuildings being the EYFS demountable and Outdoor Classroom are both accessible by ramps. External doorways are both double door and single door. Internal doorways are single width but should be wide enough to accommodate a wheelchair. The hall has good access. Disabled toilets are situated in the main building and EYFS demountable. Fire exits and procedures are clearly marked to ensure the safe evacuation of students and staff in the event of a fire or emergency.

6 Commitment to implementation

The Headteacher retains the overall responsibility for ensuring that the Accessibility Plan is delivered effectively. Monitoring of Accessibility is by Governors through SEND link Governor meetings and Chair of Governor meetings with the Headteacher.

The Headteacher, Business Manager and SENDCO will assess the school's premises to new pupils and employees with disabilities. Specialist advice from professional agencies is sought where appropriate to support the school to make adaptations to meet the needs of individuals.

COLEHAM SCHOOL ACCESSIBILITY PLAN

Aim 1: Increase access to the curriculum with pupils with a disability

No	Accessibility Objective	How will this be achieved?	Who is responsible for implementing?	Early success indicators
1	Ensure that reception starters and mid –term transfer pupils are all reviewed for any potential disability to best provide them support as quickly as possible.	<ul style="list-style-type: none"> • All previous settings are written to and SEND information is requested within this letter. • Health Co-ordinator reviews all pupil registration forms. • The SENDCO will lead the school showaround tour for any new starter with a potential special educational need or disability. • EYFS Induction evening with pre-schools to identify pupil needs. • Additional meetings with parents, health professionals when a pupil is identified with additional needs. • Staff training for pupil’s additional needs. 	Admin staff Business Manager SENDCO EYFS Leader Health Co-ordinator	<ul style="list-style-type: none"> • Staff awareness during admissions/induction/enrolment process. • Additional needs identified as soon as possible. • Procedures, resources, training in place as soon as possible, prior to pupil starting where possible.
2	Teachers adapt the curriculum to support the children’s individual needs.	<ul style="list-style-type: none"> • Staff aware of responsibility to provide ‘high quality first teaching’ including appropriate differentiation for and planning for a variety of learning styles. • ‘Lesson looks’ monitor and provide opportunity for teacher to discuss how different children are supported in lessons. • Support from the SENDCO • CPD sessions at staff training (teachers & TA’s) and support/advice at Phase Leader meetings. 	All staff SENDCO	<ul style="list-style-type: none"> • Pupils with additional needs are supported in the classroom to access the whole curriculum and make expected progress. • All Pupils access Coleham’s Creative curriculum and make good progress relative to their starting points. • Increase in pupil’s self-esteem as they work alongside their peers.

		<ul style="list-style-type: none"> • Hints and tips for students shared and reviewed regularly on student support plans. • Consultation/advice with external professionals • High aspirations for all pupils. • Pupils needs met within the classroom setting 		
3	Learning support/interventions	<ul style="list-style-type: none"> • All additional needs are recorded on the Costed Provision Maps and monitored termly. • Regular scrutiny from SENDCO, TA Leader & SLT. • Targeted, timely Intervention Groups and impact monitored and work adjusted accordingly. • Good quality resources and training/coaching for staff. 	All staff SENDCO/TA Leader	<ul style="list-style-type: none"> • Pupils are able to work on improving their literacy and numeracy to support in all subject areas across the curriculum. • Intervention targets achieved and pupils removed from extra support. • Pupils of all abilities can access curriculum in full.
4	Referral to external professionals.	<ul style="list-style-type: none"> • Referral to SEND specialists-Speech and Language, Educational Psychologist, Hearing Impairment Team, In school Dyslexia screening, ASD specialists and adoption of their suggestions. • Specialist SEND equipment for individuals (stools, fidget toys, writing slopes, pens/pencils, sensory tents etc) 	Teachers SENDCO	<ul style="list-style-type: none"> • Individual Pupils needs are met and adjustments mean they can access the curriculum and overcome barriers to learning.
5	Rigorous monitoring of assessment data-including SEND	<ul style="list-style-type: none"> • Regular data analysis including analysis of the attainment and progress of different 'groups' within year groups to ensure every individual is making the expected progress and barriers to learning. Are identified and supported. • Insight system allows quick, easy access to data for teachers at all times which can be filtered to exact criteria. 	Teachers SLT	<ul style="list-style-type: none"> • Progress is made towards targets • Narrowing of gaps for key groups of children.
6	The system for pupil medical needs is regularly monitored.	<ul style="list-style-type: none"> • Medical needs are regularly updated and briefed to staff at team meetings. • Medical professionals ensure that all staff are trained annually 	All Staff Business Manager/Health	<ul style="list-style-type: none"> • Medical needs are met. • Adjustments made so pupils can actively participate with their peers.

		<p>to administer emergency medication if required.</p> <ul style="list-style-type: none"> • Care plans produced for individual pupils with medical needs. • Medical needs should not be a barrier to accessing the curriculum and reasonable adjustments are made to ensure a fully inclusive approach. 	Co-ordinator	
7	To ensure all trips and visits and extra-curricular activities allow the participation of all pupils.	<p>to administer emergency medication if required.</p> <ul style="list-style-type: none"> • Inclusive approach built into all school policies • Trips and visits organised with inclusive centres/providers with a range of facilities. • Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them. • Opportunities for all re activities, trips, clubs, PTA events. 	Teachers Business Manager	<ul style="list-style-type: none"> • Wide participation from all pupils. • All students are included in extra-curricular activities which help develop their social skills, confidence and resilience.
8	To ensure pupils (and staff) with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> • Staff trained in use of hearing loops where necessary • Staff remind parents to provide, and charge equipment • Speech reinforced with visual back-up print, pictures, concrete materials • One to one support classroom • All staff in school aware of pupils with hearing disabilities • Liaison with Sensory Inclusion Service • Consider where learning takes place-adjustments made for other rooms in school where sound delivery is an issue. 	All staff SENDCO	<ul style="list-style-type: none"> • Pupils can hear what is being said in the classroom. • Pupils can access the curriculum and wider school life.
9	To ensure pupils with English as an additional language have access to the curriculum.	<ul style="list-style-type: none"> • Speech reinforced with sign language, visual prompts and resources. • All staff to be aware of pupils with EAL. • Liaison with families, translator, support services. • Staff to learn a variety of phrases of child's first language. 	All staff	<ul style="list-style-type: none"> • Pupils are happy, engaging with individuals in school and making progress.

Aim 2: Improve and maintain access to the physical environment				
No	Accessibility Objective	How will this be achieved?	Who is responsible for implementing?	Early success indicators
1	To provide access for wheelchair users	<ul style="list-style-type: none"> • Ground floor site • Disabled toilet access in main building • Ramps to main building, EYFS, Outdoor classroom & conservation area. • Access main internal routes and doorways. • Most door release at wheel chair height • Seating and desks would need to be adjusted for the individual 	TO Monitoring	Wheel chair users could comfortably access the site, their learning or work and any adjustments are made to overcome difficulties.

Aim 3: Improve the delivery of information to pupils with a disability				
No	Accessibility Objective	How will this be achieved?	Who is responsible for implementing?	Early success indicators
1	To differentiate work to ensure all pupils are able to progress in their learning	<ul style="list-style-type: none"> • To provide Quality Teaching and a range of resources to allow for differentiation and personalisation of pupils work. • Effective use of Teaching Assistants in classroom. • Rigorous assessment from SLT • Lesson looks and professional dialogue to hone and share best practise. 	All staff	Pupils needs are being met through differentiated materials, questioning and support enabling children to make progress.

2	To provide staff CPD to cover a range of SEND needs such as Autism, Dyslexia.	<ul style="list-style-type: none"> • Staff CPD • Creating staff SEND specialisms within the team • Staff to share and learn from each other • Support for interventions from SENDCO and TA Leader 	SENDCO SENDCO/TA Leader All staff	Information on how to support individual pupils is part of a CPD process.
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