

Coleham Primary School



Accessibility Plan

Date: Autumn 2017

Date for review: Autumn 2020

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Statement of Intent

The purpose of the Plan

The purpose of this plan is to show how Coleham Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school’s Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Coleham 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 educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Coleham 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 anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This plan outlines the proposals of the governing body of Coleham Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities

3. Improving information delivery to pupils with disabilities

The governing body also recognises its responsibilities towards employees with disabilities:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with the following parties:

- Parents of pupils
 - Employees
 - Governors
 - External partners
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Coleham Primary School Accessibility Plan
Part 1 – Improving access to the curriculum.

| | Targets | Strategies | Outcome | Time Frame | Goals Achieved |
|--------------------|--|---|--|--|---|
| Short Term | <ul style="list-style-type: none"> Check that all policies include a section regarding access for pupils with disabilities. | <ul style="list-style-type: none"> All subject co-ordinators to be made aware of this when developing policies. HEAD/SENCO to monitor all policies. | <ul style="list-style-type: none"> All updates of policies to have considered accessibility. | To be completed by end of Spring term 2018 | |
| Medium Term | <ul style="list-style-type: none"> All teachers/TAs to be confident in supporting children with variety of learning difficulties such as ASD, ADHD, dyslexia, DCD. Increase confidence of all staff in differentiating the curriculum appropriately. | <ul style="list-style-type: none"> Audit teachers/TAs regarding training needs then organise relevant training. SENCO to organise. | <ul style="list-style-type: none"> More accessibility to the curriculum for pupils with disabilities. | Ongoing | All staff have received training via Woodlands outreach linked to positive behaviour management and strategies to be inclusive of ASD traits. |
| Long Term | <ul style="list-style-type: none"> Necessary staff to be trained in needs of individual pupils, as they arise. Review TA deployment as needed to give appropriate support to pupils. | <ul style="list-style-type: none"> SENCO to arrange training as appropriate. | <ul style="list-style-type: none"> Teachers and TAs with more knowledge about meeting the needs of children with these disabilities. TAs deployed strategically to best support pupils with learning disabilities appropriately. | Ongoing | TAs work in phases targeting individual children who need extra support to access the curriculum. |

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Part 2 - Improving access to the physical environment.

| | Targets | Strategies | Outcome | Time Frame | Goals Achieved |
|--------------------|---|---|---|--|----------------|
| Short Term | <ul style="list-style-type: none"> Ensure that new outdoor classroom is fully accessible to pupils with disabilities. | <ul style="list-style-type: none"> Liaise closely with builders as work is completed. | <ul style="list-style-type: none"> Outdoor classroom is accessible to all pupils and adults in school. | Spring term 2018 | |
| Medium Term | <ul style="list-style-type: none"> Investigate braille signage for main school signs. The school to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | <ul style="list-style-type: none"> Ask LA for advice and information re providers of a braille signage – Head/SENCO To create access plans for individual disabled pupils. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process. | <ul style="list-style-type: none"> Improved access for visually impaired pupils, parents and visitors | To be completed by Summer term 2018 Ongoing | |
| Long Term | <ul style="list-style-type: none"> Investigate ramping all school entrances, focusing on KS1, EYFS access to outside play area and fire exits. | <ul style="list-style-type: none"> Headteacher to look into budget implications for this | <ul style="list-style-type: none"> Improved accessibility. | To be completed by Autumn term 2018 | |

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Part 3 - Improving access to information.

| | Targets | Strategies | Outcome | Time Frame | Goals Achieved |
|--------------------|--|---|---|--------------------------|---|
| Short Term | <ul style="list-style-type: none"> Review information to parents/carers and pupils checking that they are accessible. Offer large print, recorded and Braille copies of information. | <ul style="list-style-type: none"> Use LA services as necessary. Consult LA SEN team. Head/SLT to review /rewrite prospectus (annually). | <ul style="list-style-type: none"> All information available for parents and pupils in suitable format. | End of summer term 2018. | |
| Medium Term | <ul style="list-style-type: none"> Survey parents/carers on quality of communication. | <ul style="list-style-type: none"> Question included in annual parent questionnaire. | <ul style="list-style-type: none"> School is more aware of the opinions of parents and acts on this. | Ongoing | Parents views are taken into account and the school works hard to act upon evidence gathered. |
| Long Term | <ul style="list-style-type: none"> Investigate possibility of audio version of prospectus on school website. | <ul style="list-style-type: none"> Record abridged version – using children’s voices where possible. Head/SENCO | <ul style="list-style-type: none"> Improved access to school information for website visitors with a hearing impairment. | End of Autumn term 2018 | |