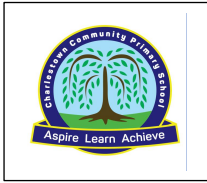


Charlestown Community Primary School



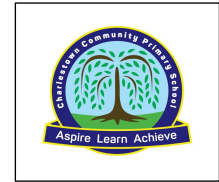
Accessibility Policy And Action Plan

2017 – 2019



Charlestown Community Primary School

School Accessibility Plan



March 2017 – March 2019

Introduction:

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by the DfES in July 2002.

Charlestown Community Primary School's building is well designed to meet the needs of disabled pupils:

- The school is all on one floor so all classrooms are accessible
- All public access rooms, including the main entrance, community room, toilets and halls are easily accessible and on one level. The community room outer door has a ramp which enables access
- Disabled toilet are accessible around school one of which is also a medical room

Definitions of Disability:

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long term adverse effect on their ability to perform normal day – to day activities

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day- to- day activities' include everyday things like eating, washing, walking and going shopping

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adults with a disability.

Principles:

1. Compliance with the Equality Act is consistent with the school's aims and equality policy and the operation of the school's SEND policy.
2. The school recognises its duty under the Equality Act

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at substantial disadvantage
 - To publish an Accessibility Plan
3. In performing their duties, Governors and staff will have regard to the DRC (Disability Rights Commission) Code of Practice 2002
 4. The school recognises and values parents' / carers' knowledge of their child's disability and its effect on his / her ability to carry out normal activities and respects the parents' / carers' and child's right to confidentiality
 5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; setting suitable learning challenges
 - Responding to pupils' diverse needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils

Charlestown Community Primary School has identified the following points for action as part of the School Development Plan in order to achieve the key objective:

a) Access to the Curriculum:

- To increase the effective Speech and Language provision in school
- To develop the staff understanding of the emotional needs of children with attachment disorders
- To increase effective support for EAL pupils in school
- To introduce the use of PECS

b) Physical Access:

- To ensure continued improved access for pupils who may experience difficulty moving around school
- Re paint disabled places in school car parks

c) Access to Information:

- To develop effective EAL support
- To provide alternative ways of communication for parents / carers
- To continue to develop effective methods of communication for SEND pupils

Linked Policies:

This plan will contribute to the review and revision of related school policies where and when necessary, e.g.

- Teaching and learning policies
- SEND Policy
- Equality Policy
- Curriculum Policies
- Health and Safety Policy
- Behaviour Policy
- LA Admissions Policy

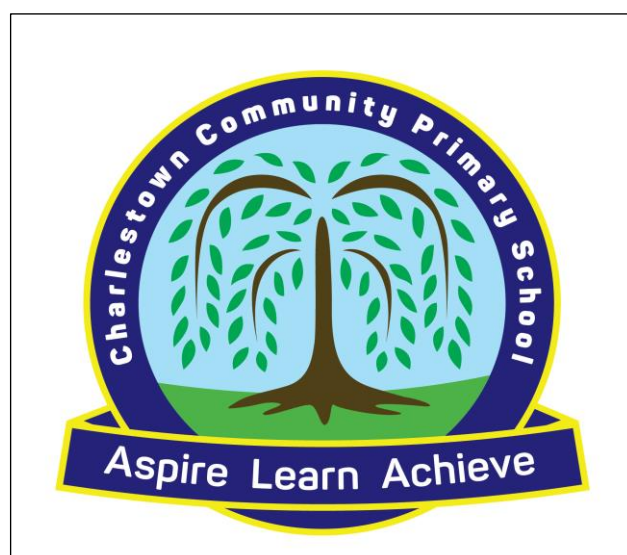
This policy / plan was agreed:	
This policy / plan will be reviewed:	
Signed:	
Chair of Governors:	

This plan can be made available in other formats if requested.

The following documents have been taken into account in the production of this policy:

- Equality Act 2010, schedule 10
- Accessible Schools: Planning to increase access to schools for disabled pupils (July 2002)
- The SEND Code of Practice 0 to 25 Years (January 2015)

Charlestown Community Primary School

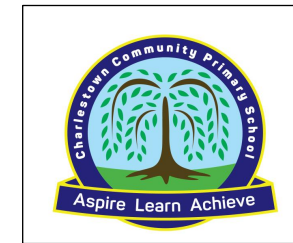


Accessibility Action Plan 2017 - 2019



Charlestown Community Primary School

SCHOOL ACCESSIBILITY ACTION PLAN:



Section 1: Access to the Curriculum

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve.

Target:	Tasks:	Timescale:	Responsibility:	Desired Outcome:
<ul style="list-style-type: none"> 1. To increase the effective Speech and Language provision in school 	<ul style="list-style-type: none"> To employ speech and language therapist within school 	September 2016	Head teacher Inclusion manager	<ul style="list-style-type: none"> School will have a full time speech and language therapist in school. Children's needs will be identified and met more consistently
<ul style="list-style-type: none"> To introduce the use of PECS (Picture Exchange Communication System) 	<ul style="list-style-type: none"> For members of staff to be trained in using PECS with children who have communication difficulties 	March 2017	Inclusion Manager Speech and Language therapist	<ul style="list-style-type: none"> Appropriate staff will have had training in PECS and will be using effectively to communicate with children and improved outcomes for children will be seen with greater access to the curriculum
<ul style="list-style-type: none"> To develop the staff understanding of the emotional needs of children with attachment disorders 	<ul style="list-style-type: none"> Staff will receive appropriate training to help understanding of the needs of children with attachment disorders 	Sept 2016	Inclusion Manager	<ul style="list-style-type: none"> Staff will understand the needs of children with attachment disorders and provide support which will enable children to access the curriculum and their learning. Improved outcomes for vulnerable children
<ul style="list-style-type: none"> To increase effective support for EAL pupils in school 	<ul style="list-style-type: none"> To develop assessment system for EAL to use when children new to the school and more effectively identify needs 	January 2017	Inclusion Manager	<ul style="list-style-type: none"> Children more able to access the curriculum and improved outcomes. Earlier interventions in place with positive outcomes evident

Section 2: Physical Access

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve.

Target:	Tasks:	Timescale:	Responsibility:	Desired Outcome:
<ul style="list-style-type: none"> To ensure continued improved access for pupils who may experience difficulty moving around school 	<ul style="list-style-type: none"> To continue to assess children's needs when they are new to the school and to review on annually. To ensure care plans are in place to support any child or adult with mobility difficulties 	September 2016 Ongoing	Inclusion Manager	<ul style="list-style-type: none"> Any child / adult who experiences mobility difficulties to have access to all areas of school Care plans will be in place and reviewed annually for those children who have mobility difficulties
<ul style="list-style-type: none"> To develop staff understanding of the impact of disability and the needs of others 	<ul style="list-style-type: none"> To provide disability awareness training for all staff 	June 2017	Inclusion Manager	<ul style="list-style-type: none"> Staff will have attended disability awareness training provided through Lancasterian Special School Staff will have a better understanding of disabilities and be able to use this knowledge to plan effectively for any children with a disability
<ul style="list-style-type: none"> Re paint disabled places in school car parks 	<ul style="list-style-type: none"> To enable anyone with a disability to have access to the school building from the main carparks Disabled parking signs to be displayed in the school carparks 	June 2017	Head teacher School Business Manager	<ul style="list-style-type: none"> The disabled parking bays will have been re painted and are clearer to allow for access Signs will have been purchased and are in place to help to clearly identify disabled parking spaces.

Section 3: Access to Information

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve.

Target:	Tasks:	Timescale:	Responsibility:	Desired Outcome:
<ul style="list-style-type: none"> To develop effective EAL support 	<ul style="list-style-type: none"> To develop system and assessment to use when children are new to the school to identify need To identify any staff with language skills and use these to support children 	September 2016	Inclusion Manager	<ul style="list-style-type: none"> More timely assessments of level of English which will identify level of need and support required More timely support provided Improved outcomes for children through accelerated levels of progress Staff will be used more effectively to support children with EAL
<ul style="list-style-type: none"> To provide alternative ways of communication for parents / carers 	<ul style="list-style-type: none"> To develop alternative ways of communicating with parents / carers 	September 2016	Head teacher Admin Staff Parental Involvement Leader	<ul style="list-style-type: none"> Alternative methods of communication in place i.e. text messages in range of languages / use of google translate / use of interpreters / use of skills of staff / parents to translate information
<ul style="list-style-type: none"> To continue to develop effective methods of communication for SEND pupils 	<ul style="list-style-type: none"> Staff to be trained in effective use of PECS Staff to research ways of using I pads to aid communication 	March 2017	Inclusion Manager	<ul style="list-style-type: none"> Identified staff will be trained and be able to effectively use PECS to communicate with children. IT will be used more effectively for children with communication / language difficulties Improved outcomes for children as they will have greater access to the curriculum