

Charlestown Primary School



Accessibility Policy and Action Plan June 2024

**Approved by: Full
Governing Body**

Date: June 2024

Last reviewed on:

January 2021

Next review due by:

June 2027

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, staff and visitors.

- The school is all on one floor, so all classrooms are accessible both in the main building and the EYFS unit.
- 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 toilets are accessible around school, one of which is also a medical room.

Definition of Disability:

According to the Equality Act 2010, a person has a disability if:

- a) They have a physical or mental impairment
 - b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
- Legal Background Under the Equality Act 2010, all schools must have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation' This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities of school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Aims and Objectives:

Our aims are to: Improve and maintain access to the physical environment Increase access to the curriculum for pupils with a disability Improve the delivery of written information to pupil.

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:	June 2024
This policy / plan will be reviewed:	June 2027
Signed:	Sharon Peters (Interim Headteacher)
Chair of Governors:	Bridget McKeown

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)
- Ordinarily Available Provision (OAP) (LA document Sept 2023)

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 Access to the Curriculum.

Target	Task	Timescale	Responsibility	Desired Outcome
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Charlestown offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Audit of CPD needs and specific training, including medical training needs.</p> <p>Greater understanding and skill set of various pertinent medical needs.</p> <p>Pupils to have access to the use of left handed scissors, theraputty, wobble cushions, pencil grips, fidget toys, coloured acetates for reading and self-checking and access to sensory break equipment such as ear defenders.</p>	<p>ongoing</p>	<p>SENDCo/SEN Assistants</p>	<p>Higher levels of progress seen amongst all vulnerable sub groups</p>
<p>Exploitation of technology to support learning for all groups of learners</p>	<p>Support all staff to implement and effectively use technology within the classroom. Use of Ipads for individual pupils – source suitable support apps – train staff.</p> <p>Further training to develop hearing aids connecting to ipads</p>	<p>Ongoing</p>	<p>Class teachers SENDCo Teacher of the Deaf IT team</p>	<p>Increased rates of progress for all learners. Increased staff confidence with these programmes</p>

<p>To use outcomes of Welcomm to support children with early communication difficulties.</p>	<p>Welcomm is carried out to all N/R children and reviewed throughout the year. Intervention groups and targeted support is set up.</p>	<p>Ongoing Ongoing</p>	<p>SENDCo SEN assistants EY staff</p>	<p>Children have a wider use of language and speak confidently. Children achieve their ELG</p>
<p>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</p>	<p>Zones of Regulation is consistent across all areas of school. Boxall Profile is complete for all children with SEMH. Place2Be available for vulnerable children identified through RAB list. IEPs are representative of the child's needs and next steps Discussions around potential referrals to CAMHS. Investigate a QB screening</p>	<p>Jan 2025 October 2024 Ongoing September 2024 and ongoing Ongoing</p>	<p>SENCo/Class based staff SEN Assistants/Class Teachers Family Support Worker/DDSL Class Teacher Class Teacher/Parent(s)/SEN Team</p>	<p>IEPs will be monitored by the SEN Team</p>
<p>To provide effective induction support for EAL pupils in school</p>	<p>EAL Lead in place Baseline assessments in place for children new to Charlestown with EAL Interventions and strategies in place and teachers trained.</p>	<p>post ECT taking up the post Sept 2024. From September 2024</p>	<p>EAL Lead/Deputy Head EAL Lead/Outreach EAL support</p>	<p>Children are more able to access the curriculum with improved outcomes. Earlier interventions in place with positive outcomes evident.</p>

	PiXL resources used well	From Sept 2024		Staff are more aware of their EAL strengths and difficulties.
To increase staff awareness of effective working with children who have a hearing impairment	Staff are up to date with the needs of the children with HI. Resources and approaches are appropriate to need. IEPs are representative of need and strengths.	Ongoing	SENDCo Class Teachers ToD	Children can fully access their learning and curriculum and make progress.

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 Physical Access.

Target/Focus	Task	Timescale	Responsibility	Desired Outcome:
Emergency escape routes	Labelled well and clearly displayed throughout the school Assessed for wheelchair usage	Ongoing	Site manager	All accessible at all times.
All corridors are accessible for wheelchairs and wide enough for manoeuvre	Carry out Health and Safety assessment	Autumn 2022	Site manager	All accessible at all times.
To ensure continued improved access for pupils who may experience difficulty moving around school and outside	Access to toilet facilities for wheelchair users is appropriate. Staff working with disabled children are fully trained in moving and handling, transfers and toileting.	Ongoing Check facilities for change of Year group in September 2023 Annual training	SENDCo SENDCo SENDCo Physio and Lois	Staff working with identified children are trained by Physio team and/or LOIS. Staff will have a clear understanding of needs and be able to plan effectively.

<p>To ensure that children with hearing impairment have needs met within the classroom and other areas of school</p>	<p>Seating position is identified. Advice followed</p> <p>All staff made aware of children with HI to ensure access to large group activities (e.g. Assembly).</p>	<p>Annually</p> <p>Annually in transition</p>	<p>SENDCo/Class Teacher</p> <p>SENDCo/Class Teacher</p>	<p>Any child in school who has a hearing impairment to have a care plan and evacuation plan in place</p> <p>Staff will have had access to training to support pupils who have a hearing impairment.</p>
---	--	---	---	---

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 Access to Information.

Target	Task	Timescale	Responsibility	Desired Outcome
To develop effective communication to parents who English is an additional language	<p>Availability of written material in alternative formats when specifically requested</p> <p>Work with EAL outreach for access to resources and efficient ways of working.</p>	begin Sept 2024 and in place, consistent and effective by July 2024	EAL Lead/Deputy Head	<p>The school will be able to provide written information in different formats when requested for individual purposes</p> <p>A link will be made available on the website so that information can be translated into another language</p>
To make information accessible to parents with low literacy levels and those with dyslexia	Use video messages on the website and Facebook for communicating the bigger messages	From July 2024	Headteacher	Parents are more informed