

Colmers Farm Primary School

Accessibility Policy and Action Plan



[Rights Respecting Schools' Articles](#)

A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

A29: Education must develop every child's personality, talent and abilities to the full.



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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.

We pride ourselves on being an inclusive community where everyone is made to feel welcome and valued.

We aim to:

- Foster a sense of belonging, enjoyment and enthusiasm for learning within a supportive community.
- Provide a broad, balanced and challenging curriculum, enabling opportunities for children to develop both essential skills as well as healthy attitudes towards learning.
- Provide a safe, caring and happy environment where every child is valued regardless of race, religion, gender or disability.
- Encourage awareness of the school as a community within the wider community we serve.
- Maximise the partnership potential between home and school by valuing the contribution both make towards the development of our pupils.
- Celebrate their achievements.
- Encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment.
- All staff, parents and children are expected to reflect the principles of our values at all times. These are: Ready, Respectful and Safe

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.

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.

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 | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum e.g., visual timetables, pencil grips, coloured overlays. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. The Language and Literacy Toolkit are used by staff to assess what children can do on a continuum of skills. This assessment is then used to produce an Individual Teaching Plan (ITP) which sets targets for them to achieve. Targets are set effectively and are | <p>To reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.</p> <p>Pupils to have individualised targets for sensory and language needs.</p> <p>Pupils to attend Forest School to support their sensory needs in the outdoor environment.</p> <p>Specialist Support Provision Plans (SSPP) in place for children who cannot access the curriculum in their year group due to communication, cognition, sensory or emotional needs.</p> <p>Reduction in the number of children needing interventions.</p> | <p>Ensure all staff have access to the information they need e.g. SEND register and medical needs register.</p> <p>Identify and address training needs of staff to understand and meet the needs of disabled pupils and those with medical needs .</p> <p>Pupil profiles and care plans created for individuals according to need.</p> <p>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.</p> <p>Senior Leadership Team regularly review the data and ensure, through pupil progress meetings, that</p> | <p>School Office Pastoral Team SENCO Outside agencies Class teachers Subject leads SLT</p> | <p>Ongoing</p> <p>Spring 23</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 22</p> | <p>SEND and medical needs registers are up-to- date.</p> <p>Staff are aware of pupils with disabilities and medical needs in the school and able to respond to their additional needs.</p> <p>Children make progress in their ability to communicate.</p> <p>Children have structured lessons and they make good progress.</p> <p>Pupil's sensory needs are addressed.</p> <p>All pupils have succinct targets that are reviewed regularly.</p> <p>Support staff and teachers receive appropriate training, including annual</p> |

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| | <p>appropriate for pupils with additional needs.</p> <ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils. • Specialist agencies visit | <p>Social stories produced with individual children to support their priority needs.</p> <p>One-page Profiles for all SEND children to ensure their needs are supported by all staff.</p> <p>To provide sports and gross motor skills activities for SEND pupils.</p> <p>To gain the Dyslexic Friendly Award.</p> | | | Ongoing | <p>EpiPen. Epilepsy and Asthma training.</p> <p>Pupils with disabilities and medical needs will access the full curriculum and be involved in the life of the school.</p> |
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| | <p>regularly to support staff & pupils e.g. Educational Psychologist, Pupil & School Support, Physical Disabilities Support Service and School Nurse.</p> <ul style="list-style-type: none"> • Additional staff are provided for pupils with a physical disability to assist with transfers to and from wheelchair if they are unable to do so independently. • Use of additional staff to facilitate access to the curriculum for children with a disability. • Interventions take place for children in their classes who need extra support with reading, writing and mathematics skills; Precision Teaching and IDL. • Speech and Language therapists provide programmes of work for staff to deliver to children so that they have continual support to overcome their difficulties. • Training is given to all staff about preparing work for children that fits in with their development. SEND children are provided | | <p>pupils receive the extra support they require.</p> <p>Venues that are fully accessible are chosen for school trips.</p> <p>Appropriate risk assessments for school trips are completed.</p> <p>Regular risk assessments to be completed to identify any health and safety hazards around school and on the playground.</p> <p>Meet outside agencies to identify any areas of need in the school environment and to make improvements.</p> <p>Pupils are provided with appropriate support in order to fully participate.</p> <p>Practitioners have Talk Around the Child (TAC) to decide upon the need for a SSPP.</p> <p>Provide SSPPs with specialist practitioners.</p> <p>Welcomm screening and interventions in place to support language needs early on.</p> | | <p>Ongoing</p> | <p>Disabled pupils have access to equipment appropriate to their needs.</p> <p>Pupils with disabilities and medical needs are able to participate in school events/trips.</p> <p>Pupils with disabilities and medical needs will be able to access and play in a secure environment free from harm.</p> <p>Reduced number of pupils enter KS1 with language needs.</p> <p>Social and behavioural needs are addressed earlier.</p> |
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| | <p>with activities that they can access independently.</p> <ul style="list-style-type: none">• Software is in school for staff to make signs and symbols to support children's language needs. Sentence strips provided to support SEND children's sentence building.• All classes and school environment to be Dyslexic friendly. | | | | Spring 23 | |
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| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of individuals as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bay • Disabled toilet and changing facilities • Library shelves at • Wheelchair-accessible height | <p>Reduce the barriers to the physical environment which may prevent individuals with a disability from entering/exiting and moving around the building with ease of access.</p> | <p>Complete environmental check with site manager and seek advice of specialists if needed.</p> <p>The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings.</p> | <p>SENCO</p> <p>Site manager</p> <p>Physical Disabilities Support Service & other outside agencies</p> <p>Headteacher</p> <p>Governing Body</p> | <p>Aut Term 2022 and as appropriate thereon.</p> | <p>Clear and safe access around the school.</p> <p>Needs will be met wherever feasibly possible.</p> |
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| Improve the delivery of information to pupils with a disability | <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 • Visual timetable in each class • Visualiser in each classroom to enlarge text, pictures, instructions etc... • Enlarged or modified papers for testing • Pictorial or symbolic representations | <p>Pre-tutoring of events for children with communication challenges.</p> <p>Support from agencies such as NHS speech and language therapist to be communicated to appropriate staff so that the child receives the same support in school.</p> | <p>Training from ASC lead to all staff on the practice of pre-tutoring.</p> <p>Online NHS speech and language therapist sessions with practitioner, child and learning mentor.</p> | <p>SENCO</p> <p>ASC lead</p> <p>Learning mentor</p> <p>Headteacher</p> <p>Governing Body</p> | <p>Aut Term 2022 and as appropriate thereon.</p> | <p>ASC pupils are not anxious about unexpected events.</p> <p>Advice given by SALT is practiced in school. Pupils make good progress with their speech and language skills.</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 the governing body.

5. Links with other policies

This accessibility policy and action plan is linked to the following policies and documents:

Health and safety policy

- Special educational needs and disability (SEND) policy
- Special educational needs and disability (SEND) information report
- Equality Information and objectives (public sector equality duty) statement for publication
- 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 storeys plus additional loft storey for Excelsior MAT staff and visitors only. | NA | NA | NA |
| Corridor access | Clear and free from obstacles with the exception of the photocopiers. However, there is sufficient room to pass by photocopier in a wheelchair. | NA | NA | NA |
| Lifts | 1 lift in the centre of the building Evac-chair available in the event of an evacuation when lift is out of action. Lift maintained and its operation checked regularly. | Evac-chair training to be organized for staff responsible for a pupil with a physical disability. | SENCO | Autumn 22 |
| Parking bay | There is a disabled parking bay at the main reception entrance. | NA | NA | NA |

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| Entrances | <p>There is one main entrance for staff and visitors to the school.</p> <p>Pupils enter the building through the doors at the rear of the building on the ground floor.</p> <p>Pupils exit at different exits at the end of the school day.</p> | N/A | N/A | N/A |
| Ramps | <p>The school provides ramp access for wheelchair users.</p> | NA | | |
| Toilets | <p>There are three disabled toilets, one on the ground floor, one down the ramp to the dining hall and the other in the shower room at the other end of the school. However, dryer not within easy reach of WC.</p> | Consider moving hand dryer to a more accessible place | Site manager | Autumn 23 |
| Reception area | <p>The reception area allows passage of a wheelchair.</p> | NA | NA | NA |
| Internal signage | <p>There is minimal internal signage</p> | Signage to be improved around school. Ideally upper and lowercase lettering, visible from both sitting and standing eye levels and large enough to be read by those with impaired vision. | Site manager | Spring 23 |

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| Emergency escape routes | The emergency escape routes are at the rear of the building on the ground floor. There is an evac-chair available for safe evacuation down the stairs for wheelchair users. Both either side of the school both have a evac-chair. | NA | NA | NA |
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