

Colmers Farm Primary School

Accessibility Policy and Action Plan



Links to Rights Respecting:

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

A23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

A28: Every child has the right to an education.

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.

The school supports any available partnerships to develop and implement the plan, including involvement from Excelsior Multi Academy Trust, Birmingham Local Authority and relevant external agencies.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>One page profiles are in place for children as required. Visiting teachers are directed to read these before meeting the child.</p> <p>Personal Care Plans, Personal Support Plans, Physical Management Plans and Personal Emergency Evacuation Plans are in place for all children who require them. They are created with the appropriate stakeholders.</p> <p>Our school offers an adaptive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g., visual timetables, pencil grips, coloured overlays.</p>	<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>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</p> <p>Outside agencies Class teachers</p> <p>Subject leads SLT</p>	<p>Sep 23</p> <p>Annually and as required</p> <p>As the policy is reviewed and as ongoing good practice.</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>All staff receive appropriate training, including annual Epi-pen, Asthmas and Epilepsy training.</p> <p>SEND and medical needs registers are up-to- date.</p> <p>Children make progress in their ability to communicate.</p> <p>Children have structured lessons and they make good progress.</p>

<p>Curriculum resources include examples of people with visible and invisible disabilities, in books, within teaching and learning resources.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>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.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Targets set are appropriate for pupils with additional needs (Cognition & Learning/Physical Difficulties)</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Specialist agencies visit regularly to support staff & pupils e.g. Educational Psychologist, Pupil & School Support, Physical Disabilities Support Service and School Nurse.</p>	<p>Reduction in the number of children needing interventions.</p> <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 embed the Dyslexic Friendly Classroom checklist</p>	<p>Emotionally School Based School Avoidance guidance part of the Attendance policy and rigorously followed to provide understanding and appropriate support.</p> <p>Continue to identify and address training needs of staff to understand and meet the needs of differently abled pupils and those with medical needs.</p> <p>Daily checks are completed to identify any health and safety hazards around school and on the playground.</p> <p>Review of Medical Needs Policy and register.</p> <p>Regular monitoring to ensure that the agreed provision is consistently in place.</p> <p>Safer Handling Plans are in place for children with physical difficulties.</p> <p>Cycle of safer handling training planned and adhered to.</p>		<p>Termly/ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupil's sensory needs are addressed.</p> <p>Assessments match the needs of the pupils and enable staff to provide accurate provision to ensure access.</p> <p>All pupils have succinct targets that are reviewed regularly.</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>Designated, trained staff assist and supervise pupils with physical and/or medical needs.</p> <p>Training days for children who are wheelchair users, enable them to develop like skills. (Whizkids)</p> <p>Inclusive sporting events enable inclusion and development.</p> <p>Extra-curriculum activities are open to all children. Attendance is monitored to be in line with the percentage of children with SEND in the school.</p> <p>The SEND register is reviewed at least termly and shared with staff.</p> <p>Venues chosen for school trips are fully accessible or adaptable to meet the needs of the class. (Risk assessments are completed including individual risk assessments, as necessary).</p> <p>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.</p> <p>Use of additional staff to facilitate access to the curriculum for children with a disability.</p>		<p>Assessments are effectively used to identify needs and support staff to provide the correct provision.</p> <p>Autism Environmental checklist to be completed.</p> <p>Dyslexic Friendly Classroom checklist to be completed.</p> <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</p>		<p>Ongoing</p> <p>Spring 24</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</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>
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	<p>Interventions take place for children in their classes who need extra support with reading, writing and mathematics skills; Precision Teaching and IDL.</p> <p>Speech and Language therapists provide programmes of work for staff to deliver to children so that they have continual support to overcome their difficulties.</p> <p>Training is given to all staff about preparing work for children that fits in with their development. SEND children are provided with activities that they can access independently.</p> <p>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.</p> <p>All classes and school environment to be Dyslexic friendly.</p> <p>SENDCo is involved in all Pupil Progress meetings.</p>		<p>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>Autumn 23</p> <p>Ongoing</p> <p>Termly/ongoing</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>Improve and maintain access to the physical environment</p>	<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 • Personal care facilities • Library shelves at Wheelchair-accessible height • Height adjusted equipment • Standing desks <p>Two EVAC chairs are available and TAs trained.</p> <p>EVAC procedures include safer handling advice</p> <p>The entrance and exits to the EYFS to be adapted.</p>	<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>Daily checks are completed to identify any health and safety hazards around school and on the playground.</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 fitting.</p>	<p>SENCO Site manager Physical Disabilities Support Service & other outside agencies Headteacher Governing Body</p>	<p>Ongoing</p>	<p>Clear and safe access around the school.</p> <p>Needs will be met wherever feasibly possible.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<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>Regular coffee mornings allow for sharing of information.</p> <p>Children and their families receive support from specialist services e.g. Physical Disabilities Support Service, Educational Psychology Service, Sensory Support Service, Communication and Autism Team, Pathfinders and Pupil School Support.</p> <p>Care Plans created alongside families and outside agencies.</p> <p>Awareness days/weeks celebrated</p>	<p>Reduce the barriers to accessing information from school, around school and on the school website</p>	<p>Access training to meet the needs of individual pupils when and where appropriate</p> <p>School to be aware of services available for visually and hearing impaired children, and other disabilities</p> <p>Pupils on roll receive support from specialist services e.g Physical Disabilities Support Service, Hearing Impairment Team and Pupil School Support</p> <p>Provide information in other languages/media when required</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Online NHS speech and language therapist sessions with practitioner, parent and child</p>	<p>SENCO ASD Champions Learning mentor Headteacher Governing Body</p>	<p>Aut Term 2023 and as appropriate thereon.</p>	<p>Advice given by SALT is practiced in school. Pupils make good progress with their speech and language skills.</p> <p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance, and relevant training and development.</p> <p>All pupils and adults will have access to information regardless of ability or ethnicity and to receive it in a form that they can access.</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
- Anti-bullying Policy
- Attendance and Punctuation Policy
- EAL Policy
- Exclusions Policy
- Inclusion Policy
- Medicine Policy
- No Platform for Extremism 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	NA

Parking bay	There is a disabled parking bay at the main reception entrance.	NA	NA	NA

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> <p>A Ramp to be built outside the EYFS entrance.</p>	NA	Birmingham City Council	Nov 23
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	The reception area allows passage of a wheelchair.	NA	NA	NA
Internal signage	There is minimal internal signage	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
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