

Cookridge Primary School School Accessibility Plan 2022- 2025



Reviewed by governing body – February 2022

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The Accessibility Plan will be published on the school website.

‘Together We Achieve the Extraordinary’



This Plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to accessibility for disabled persons at Cookridge Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Key objective

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

The plan will include how the school will:

- improve the physical environment

(improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education).

- make improvements in the provision of information

(improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format and be made available within a reasonable timeframe)

- increase access to the curriculum

(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 or school visits).

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Principles

- ❖ Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- ❖ The school recognises its duty under the Equalities Act 2010:
 - 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 a substantial disadvantage.
 - to publish an Accessibility Plan.
- ❖ In performing their duties, governors and staff will have regard to the Code of Practice
- ❖ The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
- ❖ 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; and endorses the key principles of the National Curriculum.

Cookridge Primary welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions

Current Range of known disabilities

When children enter school with specific disabilities, the school may contact the LA professionals for assessments alongside support and guidance for the school and parents.

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The school has children with a range of disabilities including moderate and specific learning disabilities; which include Autistic Spectrum Disorder and a range of serious medical conditions.

We have a small number of pupils who have a hearing impairment and visual impairment. We have children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. School have access to an emergency inhaler, should a pupil require it during a medical emergency.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff where appropriate.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

We have some pupils who require the use of a wheelchair to move around the school environment. The school has the following features which make it particularly suited to children with physical disabilities:

- Wheelchair access all main entrances
- A lift to access the first floor
- Two disabled toilets, one of which has changing facilities complete with hoist.
- A sensory room with soft play equipment

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been:

- Providing pupils with physical disabilities with appropriately adapted or different activities within PE
- Providing opportunities for access to additional support within and outside the classroom
- Provision of assistive technology e.g. Lexia
- Use of symbol systems e.g. Makaton, PECS
- Providing tables of the appropriate height to allow wheelchair access
- Reorganising provision

Increase access for disabled pupils to the school curriculum



Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.



Target	Strategies	Timescale	Resources	Responsibility	Success Criteria	Monitoring
<p>Physical Environment</p> <p>To ensure that where possible, the school building and grounds are accessible for all children and adults.</p>	<ul style="list-style-type: none"> • Audit of accessibility of school grounds by Governors • Ensuring there is free movement and access about the building for wheel chair users • Personal care is managed effectively with the present disabled facilities • Maintain Peeps and ensure new ones are written when necessary • Ensure Care plans are in place to support all relevant pupils. 	<p>Ongoing monitoring</p> <p>Annually revisited by Governors</p>		<p>Pinnacle Site manager SENCo</p>	<p>Children with identified needs are successfully integrated as a result of environmental adaptations where needed as a result of targeted support and advice</p>	<p>Governors – Pupil Support</p>
<p>Provision of information</p> <p>To ensure the accessibility plan becomes an annual</p>	<ul style="list-style-type: none"> • Clerk to add to list for Governors meetings 	<p>Annually</p>		<p>Clerk/Chair of Governor sub committee</p>	<p>Adherence to legislation</p>	<p>Governors – pupil support</p>



item at a Governing Body meeting						
To ensure that all policies consider the implications of disability access	<ul style="list-style-type: none"> Ensure policy is considered during review of all policies 	On going		Head teacher Business manager	Policies reflect current legislation	Governors
To ensure that all parents and other members of the school community can access information	<ul style="list-style-type: none"> Written information will be provide in alternative formats here possible when requested. 	As requested		Teacher Business manager Head teacher	Written information will be provide in alternative formats when requested.	Head teacher
Access to Curriculum						
To improve staff awareness of disability issues and continue to train staff to meet the needs of children with a range of SEN	<ul style="list-style-type: none"> SENCo to review needs of children and identify staff training needs Provide training for members of the school community as appropriate SENCo to ensure care plans written 	On going Annually	Financial cost to pay for training	SENCo PSHCE subject leader	Whole school community are aware of issues Staff are equipped to enable all children to access the curriculum. All staff are aware of children with care plans	Head teacher Governors



	<ul style="list-style-type: none"> • TA's where appropriate are engaged with external agencies e.g. SALT, CMHS, TMHS etc. • Staff induction to include reference to disability • Appropriate staff to receive appropriate medical training. • Review PSHE curriculum 	By September every year			TA's using support materials provided by external agencies to effectively assist their pupil to break down barriers to learning.	
To ensure (by making reasonable adjustments) all children are able to access out of school activities.	<ul style="list-style-type: none"> • Review out of school provision to ensure compliance of legislation. 	On going		Head teacher SLT Class teachers Forest School Leader	All providers comply with legislation	Head teacher Governors
Where appropriate and financially viable to source/provide specialist equipment to promote participation in	<ul style="list-style-type: none"> • SENCo to assess the needs of all the children in each class and provide where appropriate equipment needed. E.g. pencil grips, head phones, tangles etc. 	Annually and when necessary	Financial cost - purchasing resources	SENCo Learning Mentor Reviewed termly	Children have access to appropriate resources to support development of independent learning	SLT Head teacher



learning by all pupils.						
To meet the needs of individuals during statutory KS2 tests	<ul style="list-style-type: none"> Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed 	Annually		Year 6 class teacher KS2 phase leader	Barriers to learning will be reduced or removed, enabling	Head teacher
Ensure the curriculum is fully accessibility to all pupils with any type of disability (including PE)	<ul style="list-style-type: none"> Consider alternative communication systems e.g. PECS, Makaton etc. Consider the way in which information is presented to pupils Consider ways in which pupils can communicate their ideas Gather information on accessible PE and disability sports 	Ongoing	Financial commitment to training in communication systems	Subject leaders SENCo	All pupils can access the curriculum appropriately to their needs	SLT



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