



Primary School

Accessibility Plan

Author: Mrs E Drake

Last reviewed on: May 2018

Next review due by: July 2019

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	9
5. Links with other policies	9
Appendix 1: Accessibility audit.....	10

DRAFT

1. Aims

The aims of this Accessibility Plan are to ensure that Cheadle Hulme Primary School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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 the education, facilities and services provided
- Improve the availability of accessible information for disabled pupils

At Cheadle Hulme Primary School, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

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'.

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.

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 <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p>	<p>The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.</p>	<p>SENDCo and Class Teachers</p>	<p>Ongoing</p>	<p>Pupils with a disability make expected or better progress.</p>
		<p>All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.</p>	<p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p>	<p>SENDCo and Class Teachers</p>	<p>Ongoing</p>	<p>Staff are confident in using suggested strategies, pupils benefit from an adapted and differentiated curriculum appropriate to their needs.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		As the school grows in size, continue to recruit specialist support staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled pupils require.	Continually review the needs of our pupils to identify the staff we require at the next recruitment phase.	SENDCo and Trust Director of SEND	Ongoing	The Learning Support team is appropriately staffed with people with the right knowledge to support our pupils effectively.
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Recommendations from OT and PT services continue to be actioned. Alternative and adapted equipment to be purchased if necessary.	SENDCo, Trust Director of SEND and Trust Director of PE	ongoing	All pupils have the opportunity to access appropriate PE activities.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Lift</i> • <i>Corridor width</i> • <i>Accessible parking bays</i> • <i>Accessibility toilets and changing facilities</i> • <i>High visibility strips to mark stairs, hand rails and vertical support post</i> 	Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Collate information from feeder nurseries and external agencies to ensure that the necessary equipment is purchased in time for September 2018.	Trust Director of SEND	Sept 2018	Pupils will have full access to the physical environment of the school.
		Personal evacuation plans for identified vulnerable pupils.	Develop Personal emergency evacuation plans (PEEPs) for specific pupils. Support staff informed of which pupils they are responsible for in an emergency situation. PEEPs forms are stored with emergency evacuation register held by SENDCo and brought to the evacuation point.	SEND Lead	In place for Sept 2018 and updated annually	Identified pupils are aware of their PEEP. Completed PEEPs in place for all identified pupils.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room	Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Teachers informed by SEND Lead	September 2018 and ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.
		To continually maintain yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support pupils with VI	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.	Site Manager	Ongoing, new buildings and sites to be included	All pupils with VI are able to navigate successfully around school safely
		To ensure that all new buildings and rooms allow independent access for all.	New plans to be closely monitored. Ensure total compliance with building and DDA regulations.	SENDCo/Site Manager	September 2019	All pupils are able to independently access all areas of the school both internally and externally

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	<p><i>Our school will use a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Soundfield systems available in most curriculum areas</i> 	<p>All pupils will have a detailed 'School Focus Plan' which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them to make the progress they deserve.</p>	<p>Refine School Focus Plans through a SEND review meeting with parents and pupils to ensure that needs are clearly identified and that the right strategies and communication methods are in place.</p>	<p>SENDCo</p>	<p>October 2018</p>	<p>Staff will be fully equipped with the right strategies to support pupils with disabilities and this will ensure that pupils can access all information delivered in lessons.</p>
		<p>Regularly review access to information in collaboration with parents and pupils to ensure that communication methods are appropriate to need.</p>	<p>Invite parents and pupils to termly access meetings</p>	<p>Trust Director of SEND/SENDCo</p>	<p>Review December 2018</p>	<p>Improved systems across the school will support disabled pupils to access all information.</p>
		<p>To ensure that all new buildings are developed to allow ease of access to information.</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations.</p>	<p>Trust Director of SEND/Site Manager</p>	<p>Sept 2019</p>	<p>All pupils are able to independently access information around the school site.</p>

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Laurus Trust Board of Trustees.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Management Policy
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs and/or Disability Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are pathways and routes logical and well signed?				Yes
3	Do you have emergency and evacuation procedures for specific pupils with a disability?				Not yet applicable
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				Yes – technology is provided where necessary, as well as height adjusting furniture
5	Do furniture layouts allow easy movement for pupils with disabilities?				Seating plans are used to ensure that pupils with disabilities are seated appropriately
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes
7	Are car park spaces reserved for disabled people near the main entrance?				Yes
8	Are there barriers to easy movement around the site and to the main entrance?				No

9	Are steps needed for access to the main entrance?				No
10	Do all those steps have a contrasting colour edging?				N/A
11	If there are steps, is a ramp provide to access the main entrance?				N/A
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes
14	If no is an alternative wheelchair accessible entrance provided?				N/A.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
16	Do all internal doors allow a wheelchair user to get through unaided?				Not all. This will be reviewed when needed.
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes
18	Does each block have a wheelchair accessible toilet?				Yes
19	Does the relevant block have accessible changing rooms/ shower facilities?				Yes

20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
2. Learning Access					
22	Do the blocks have a lift that can be used by wheelchair users?				Yes
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				Yes a lift
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes
25	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.
26	Could any of the décor be confusing or disorientating for pupils with disabilities?				No
27	Is a hearing induction loop available (either fixed or portable) in the school?				Yes
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Yes

Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training will be provided on SEND, assemblies will be in place to promote disability awareness.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff. Strong relationships exist with local providers e.g NHS occupational therapists and physio therapists, and training will be provided when there is a need for this.
3	Do all staff seek to remove all barriers to learning and participation?				Yes, this will be evidenced in lesson observations
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that differentiation is embedded in lessons.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, this is part of every pupil's curriculum.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual pupils. Alternative PE activities are something we will continue to explore for future pupils when the need arises. In the first year of opening, the school does not have any pupils who require significantly differentiated PE activities.

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for pupils with SEND is considered as part of a lesson plan and seating plans account for pupils with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson.
3. Information Access					
Item	Issue	Green	Amber	Red	Comment
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All pupils are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.

1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed format?			Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?			Yes
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?			We will provide information on everything that we do as a school to support pupils with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we will hold regular parent and pupil evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.