

# Accessibility plan

## Collierley Primary School



**Approved by:** SEN Governor

**Date:** March 2018

**Last reviewed on:** June 2019

**Next review due by:** June 2020

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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.

At Collierley Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

The plan is 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, such as One Point, Educational Psychologist and School Counsellor.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers quality first teaching for all pupils across the full age range.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Individual pupil timetables which include provision for a rich sensory diet where required.</i></p> <p><i>Whole staff training on a sensory smart classroom.</i></p>	<p>To improve provision of modified books.</p> <p>To improve the assistive technology available for pupils.</p> <p>To further develop the tracking of SEND pupils.</p>	<p>Modified reading books to be sourced and ordered on a half termly basis.</p> <p>Audit of current technologies to be completed and actions put in place.</p> <p>HT to review the tracking procedures for SEND pupils with low cognitive development.</p>	<p>Mrs Mavin (English Lead)</p> <p>Mrs Carter</p> <p>Mrs Carter</p>	<p>1.3.18</p> <p>1.4.20</p> <p>1.12.19</p>	<p>Children are making good progress as a result of the modified resources.</p> <p>Children are frequently accessing appropriate assistive technology to enable them to access the curriculum.</p> <p>Top Up Requests are completed to ensure children have appropriate technology to support their needs.</p> <p>Tracking identifies the areas of success in fine detail, is shared with parents and feeds successfully in to the support plans.</p>

	<p>Top Up Requests are now completed to where children have been identified to benefit from appropriate technology to support their needs.</p>	<p>To further develop good links with outside agencies.</p> <p>To improve the representation of all protected characteristics groups.</p>	<p>Timely referrals are made to agencies which can provide support.</p> <p>SENDCo completes the National Qualification.</p> <p>SENDCo attends LA update meetings.</p> <p>A full audit and review and action plan of the current KS1 and KS2 curriculum.</p> <p>To address gender stereotypes through the curriculum, outdoor play, visits and visitors.</p> <p>To encourage an understanding of different cultural backgrounds through the curriculum, resources, visits and visitors.</p> <p>Action plan for curriculum implemented and reviewed termly.</p>	<p>Miss Dews and Mrs McDermid</p> <p>Mrs Carter</p> <p>Mrs Carter</p> <p>Mrs Carter</p> <p>Mrs Carter</p>	<p>1.11.19</p> <p>1.9.19</p> <p>1.9.19</p> <p>1.9.19</p> <p>1.9.19</p>	<p>Children are referred with speed to the appropriate agency – the range of which is increasing.</p> <p>The curriculum is planned and clearly communicated with all parents and carers.</p> <p>Resources are in place which richly support the curriculum in and outdoors.</p> <p>An annual overview of visits/visitors is in place which provides rich opportunities for children across their life in the school.</p>
<p>Improve and maintain access to the physical environment</p>	<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"> <li><i>Contrasting painting in the corridors</i></li> <li><i>Ramps to gain access to</i></li> </ul>	<p>To reduce the glare in areas indoors.</p>	<p><i>To audit/replace/improve the blinds in key areas.</i></p> <p><i>Allocate a disabled parking bay in the</i></p>	<p>Ms Johnson</p> <p>Ms Johnson</p>	<p>1.4.19</p> <p>1.2.20</p>	<p>Blinds/glare reducing measures are in place in key areas.</p> <p>A dedicated parking space is clearly</p>

	<p><i>the building</i></p> <ul style="list-style-type: none"> <li>• <i>Corridor width</i></li> <li>• <i>Accessible toilets and changing facilities</i></li> <li>• <i>Whole school library accessible for all</i></li> <li>• <i>Wooden floors which do not have a high shine</i></li> <li>• <i>School field is more accessible for wheelchair users via road</i></li> <li>• <i>High visibility yellow is used for nosing and areas of risk</i></li> <li>• <i>Handrails in place on all exterior steps</i></li> </ul>	<p>To improve the outdoors to be accessible for all</p>	<p><i>school car park.</i></p> <p><i>To action plan the use of stairs for pupils and adults with mobility difficulties.</i></p> <p><i>Maintain the yellow nosings on exterior steps annually</i></p> <p><i>Improve the exterior handrails by remove flaky paint and/or painting</i></p> <p><i>Maintain the steps leading to the school field</i></p> <p><i>To update the side road access with new tarmac</i></p> <p><i>To improve external signage to clearly identify</i></p> <p><i>How to find the a)main office b) nursery entrance c) school hall are</i></p>	<p>Mrs McDermid</p> <p>Mrs McDermid</p> <p>Mr Evans</p> <p>Mrs McDermid</p> <p>Mrs McDermid</p> <p>Mrs McDermid</p> <p>Mrs McDermid</p> <p>Mrs McDermid</p>	<p>1.9.18</p> <p>1.9.18</p> <p>1.6.19</p> <p>1.9.19</p> <p>1.9.18</p> <p>1.9.19</p> <p>1.9.19</p> <p>1.9.19</p>	<p>marked.</p> <p>Movable external ramps are in place to enable easy access to all levels of school.</p> <p>A cost based plan is in place and reviewed with the Governors Finance Committee to ensure priorities are identified. (See Capital Expenditure Plan)</p>
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<p>Improve the delivery of information to pupils and adults with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Technological responsive website</i></li> </ul>	<p>To improve the resources for hearing impaired.</p> <p>To improve the assistive technology available for pupils</p>	<p>To obtain an external audit on improving hearing resources and put actions in place.</p> <p>To obtain an external audit on assistive technologies and actions in place.</p>	<p>Mrs McDermid</p> <p>Mrs McDermid</p>	<p>1.9.19</p> <p>1.2.20</p>	<p>All school users are provided with appropriate assistive technology to enable them to reduce the impact of disability.</p>
<p>Improve and maintain the physical environment for Early Years.</p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Well organised classroom areas which enable free movement around the rooms.</i></li> <li>• <i>Clearly labelled and accessible resources.</i></li> <li>• <i>Accessible toilets</i></li> <li>• <i>Accessible changing facilities for intimate care needs</i></li> </ul>	<p>To improve the physical environment for EY indoors and out.</p>	<p>To obtain funding grants to improve the outdoors.</p> <p>To further develop the free flow access to the outdoor area to enable it to be easily accessed by all EY pupils.</p>	<p>Mrs McDermid &amp; Miss Dews</p> <p>Miss Dews</p>	<p>1.9.19</p> <p>1.9.19</p>	<p>All children are freely accessing the indoor and outdoor environment.</p> <p>The outdoor environment has easily accessible storage of resources enabling all pupils to freely select resources.</p> <p>All children are developing their gross motor skills with specialised equipment.</p>

<p>To increase the information given to parents and carers.</p>	<p><i>Information is given to parents which includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Involving them in reviewing and writing support plans</i></li> <li>• <i>Producing termly written reports for parents</i></li> <li>• <i>The school responsive website</i></li> <li>• <i>School facebook page gives parents links to other support</i></li> </ul>	<p>To impact on the ability of parents to be informed on how to support their children in and out of school.</p>	<p>To review the SEND section of the website.</p> <p>To provide parents with regular information on the school newsletter re the Local Offer.</p>	<p>Miss Dews &amp; Mrs McDermid</p> <p>Mrs McDermid &amp; Miss Dews</p>	<p>1.9.19</p> <p>1.9.19</p>	<p>Parents are able to easily navigate the website and find the relevant information in less than 5 clicks.</p> <p>Through the weekly newsletter and twitter feed, parents receive regular information about agencies of support for varying needs.</p> <p>Parents are interacting with the facebook page and receiving regular guidance.</p>
<p>To improve the offering for visits for pupils with mobility difficulties.</p>	<p><i>Provision is made for pupils with mobility difficulties to access school visits.</i></p>	<p>To eliminate inequalities in the offering of visits.</p>	<p>To plan for accessible transport for pupil in the future.</p>	<p>Mrs Carter</p>	<p>1.9.19</p>	<p>All children access all visits of their peers.</p>
<p>To improve the accessible bathroom facilities for pupils.</p>	<p><i>Accessible bathrooms are available for adults.</i></p>	<p>To improve bathroom facilities for all pupils.</p>	<p>To connect the emergency alarm for the accessible bathroom.</p> <p>To reduce the glare in the pupil's bathrooms.</p>	<p>Mrs McDermid</p> <p>Mrs McDermid</p>	<p>1.4.20</p> <p>1.9.19</p>	<p>All children comfortably access the bathroom facilities.</p>



## **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 SEN Governor.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

