

THE CANONS C of E PRIMARY SCHOOL



Accessibility Policy 2024

This Policy has been accepted by The Canons CE Primary School Board of Governors

Signed

Head Teacher

Chair of Governors

Dated

June 2024

Review Date

June 2027

The Canons C of E Primary School welcomes a diversity of pupils and aims to offer a truly inclusive learning experience and a broad and balanced curriculum for each and every one of our pupils, no matter their needs. We want all pupils to enjoy coming to school, to feel safe and included and to be able to access appropriate challenge so that they are able to achieve their full potential. To ensure this happens, as a school we must consider pupils' varied life experiences and needs, and accommodate for them in the teaching and learning that is planned. This plan intends, over time, to increase the accessibility of our school for all disabled pupils, staff, parents/ carers and visitors.

Definition of Disability - A person has a disability 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 carry out normal day-to-day activities.

Contextual Information:

The Canons C of E Primary School is a large three form entry primary school which caters for approximately 630 pupils aged 3-11. It comprises of a 2 story building for Upper School and single story building for Lower School and an additional external single story classroom. The main school halls are the central space in both of the schools and all teaching and administrative rooms are located off these areas. There are 2 flights of steps internally in Upper School, leading to Yr 5 and Yr 6 classrooms, with an automated lift in the yr 4 and yr 6 corridor. There is a disabled ramp at the entry to KS2. There is a pathway between the schools making the movement between schools Disability compliant. A disabled toilet is located in both the Upper and Lower Schools. All corridors are wide enough to accommodate wheelchairs.

Current profile of disabled learners:

Currently the school caters for a small number of pupils who have visual impairment needs, and a small number of pupils with mobility needs. The school also has children with a broad range of learning difficulties, including moderate and specific learning disabilities.

Legal position

The Equality Act 2010: Schedule 10, Paragraph 3 identifies the expectation that all schools write and adhere to an accessibility plan. This plan must aim to increase the extent to which disabled pupils can participate in the school's curriculum, must work to improve the physical environment to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services which the schools provide, and to ensure that the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled is improved also.

The Canon C of E Primary School aims to address these issues within a reasonable time frame, and takes into account the disabilities of the pupils attending the school as well as the preferences expressed by these pupils and their parents. This plan will be regularly reviewed, and it will be revised as and when appropriate. It also takes into consideration the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations (2012).

Our Responsibilities

As a school, it is our responsibility to ensure that we provide:

- ☐ Increased access for pupils with disabilities to the school curriculum through our teaching and learning as well as the wider curriculum including visits and after school clubs / activities.
- ☐ Improved access to the physical environment of the school through providing improvements to the building and aids to enable access to learning.
- ☐ Appropriate delivery of information to pupils with disabilities in formats that are easily accessed by them.
- ☐ A variety of approaches are used to ensure effective communication with parents.

Curriculum Delivery

To aid accessibility for all when delivering the curriculum we will ensure that:

- ☐ Teachers and TAs have the necessary training to teach and support pupils with disabilities.
- ☐ Classrooms are optimally organised for pupils with disabilities.
- ☐ Lessons provide opportunities for all pupils to achieve.
- ☐ Lessons are responsive to pupil diversity.
- ☐ All pupils will be encouraged to take part in physical, dramatic and musical activities to develop skills within these areas.
- ☐ Staff will allow for the additional time required for some pupils with disabilities to use the equipment needed for practical tasks.
- ☐ Alternative ways will be provided to give access to activities to ensure that the experiences and understanding of pupils with disabilities are developed.
- ☐ School visits are made accessible to all.
- ☐ Staff seek to remove all barriers to learning.
- ☐ Enlarged text will be used for pupils with visual impairment.

School Environment

To aid accessibility for all within the school environment we will ensure that:

- ☐ The layout of all areas e.g. classrooms, hall, dining hall and playground will allow access for all pupils.
- ☐ Pupils in wheelchairs are able to move around the school without experiencing barriers to their access e.g. doorways, steps or stairs.
- ☐ Pathways of travel around the school site are appropriate.
- ☐ Signs used around the school are appropriate to aid information.
- ☐ Areas to which all pupils have access are well lit.
- ☐ Background noise is reduced for pupils with hearing impairments *and sound systems are fitted where appropriate.*
- ☐ The furniture and equipment is selected, adjusted and located appropriately for pupils with disabilities.
- ☐ Children are well cared for, including those with asthma and allergies.

Delivery of the Materials

To aid accessibility for all when providing materials for information/ learning we will ensure that:

- ☐ Information is presented to groups in a way that is user friendly and takes account of the pupils' disabilities.
- ☐ ICT is used to produce written information in different formats and the staff are trained and able to assist people with disabilities through the use of this medium.
- ☐ Various clubs and groups are available for all pupils to attend.
- ☐ 1:1 and small group support can be implemented to target specific needs e.g. following an occupational therapy programme. Where this is not appropriate, external agencies can be accommodated to work with pupils at the school during school hours, and would be expected to liaise with a pupil's class teacher, TA and Inclusion Manager in order to share strategies to employ within the school to improve access for that pupil.
- ☐ Advisors from local agencies, e.g. the Visual Impairment Team, are invited into school to appraise the physical learning environment and to offer suggestions for improvements which the school endeavours to implement in a bespoke manner according to the individual needs of learners as and when they begin to attend school.

Additional information regarding the school's approach to inclusive education can be found in our Special Educational Needs and Disability Policy. You can also contact the Inclusion Manager for further clarification.

<u>Improving the Curriculum Access</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Time Frame</u>	<u>Outside Support</u>	<u>Achievement</u>
Ongoing Audit of all pupils needs	Review the needs of all children coming into school – Meetings with Inclusion Team	All teachers/TAs aware of the relevant issues relating to each child's needs	All Staff/Inclusion Team	Ongoing		To ensure all activities are accessible to all pupils with specific needs
Develop staff awareness and understanding of a range of disabilities and medical conditions	Ensure all staff are training in areas of Diabetes/Epipen/Epilepsy/Bucal etc	To upskill staff to ensure needs are met and covered	All relevant staff	Ongoing	Online Compass training. School Nurses for specific needs	To ensure the safety of all pupils with specific needs
Staff Training	Paediatric First Aid	To upskill staff to ensure needs are met and covered	All MDS/TA's Relevant Teaching Staff	Ongoing	Outside training providers	To ensure the safety of all pupils with specific needs
Actively seek to provide appropriate access to a full curriculum for all pupils		Staff have been trained in order to calculate and administer insulin on a daily basis to support a number of diabetic children. This is regularly reviewed. Explore need for additional resources to support individual children	All Relevant Staff	Ongoing	Consultation with external agencies as appropriate	
		Staff trained to help support a child with physical disabilities – Issues with classroom and toilet access when wheelchair required	All Relevant Staff	Ongoing		
To ensure ICT is appropriate for pupils with disabilities or special educational needs.	Ensure all staff are aware of children who require any extra support	Proritize new software to purchase Implement apps in which enable children to access the curriculum with growing independence (e.g. Clicker) Ensure staff are trained	All Relevant Staff	Ongoing		To ensure all activities are accessible to all pupils with specific needs

		in using Communication in Print Enhance the use of Laptops and iPads for children who have difficulty recording information.				
<u>Building Access</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Time Frame</u>	<u>Outside Support</u>	<u>Achievement</u>
To ensure that the building fully complies with access arrangements	Lift serviced as necessary Evacuation plans in place as needed. These are re-evaluated after each fire drill and adapted as needed.		SBM /HT/Caretakers	Ongoing - Termly	WCC/Outside Audits	To ensure School is compliant in its legal duties
Provide necessary transport to enable wheelchair access	Consideration to be made for all trips to include wheelchair access as needed		All Relevant Staff	Ongoing		To ensure all activities are accessible to all pupils with specific needs
To improve the ease of access for all.	Focused half termly site inspection Review personal evacuation plans Review accessibility of all rooms Monitor and ensure clear access to all areas Ensure ramp accesses to school are kept clear at all times Changing facilities available across school Hygiene rooms to be kept clear for easy access and use		HT/SBM/Caretakers	Ongoing		To ensure all activities are accessible to all pupils with specific needs
<u>Information</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Time Frame</u>	<u>Outside Support</u>	<u>Achievement</u>
Improve links and methods of communication with parents Improve opportunities for	The School will make itself aware of the services available for converting written information		HT/SBM	Ongoing		Delivery of more precise information

parents to access information to support their parenting.						
Improve ease and use of School Website	To ensure that the School meets all the required standards	To ensure parents/carers are given full range of information to help them when contacting the School	HT/SBM	Ongoing	Website Hosts – Primary Site	
To ensure all policies consider the implications of disability access	Policies to be updated and ensure children, staff and visitors with disabilities or special educational needs are considered Consult staff on any proposed changes Policies to have reference to developing individual pupils full potential and accessibility policy	To ensure parents/carers are given full range of information to help them when contacting the School	HT /SLT/ SENDCo /Subject leaders	Ongoing		School's legal compliance

Who's who:

- Headteacher: Mrs M Fallon
- Deputy Headteacher: Mr Barnes, Mr Charlton
- SENDCo: Mrs Richards
- Business Manager: Mrs D Thomas
- Family Support: Mrs C Smith & Mrs C Grant
- Chair of Governors: Mrs D King and Mr Geoff Allen

