



Accessibility Plan 2020-2023

(Based on the Dorset Council Model Plan)

Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

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 carry out **normal day-to-day activities**.

This is the Accessibility Plan for Charmouth Primary School.

Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Positive Behaviour Policy
- School Development Plan

Our vision and aims

Charmouth Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will consider the views, wishes and feelings of our pupils and their families.

Current good practice

Identification

Charmouth Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Charmouth Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing support to access the curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of specific areas such as ASD and dyslexia on learning;
- organising classrooms so that they promote the participation and independence of all pupils.

Physical Environment

Charmouth Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- enabling use of the school car park outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds in classrooms;

- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Charmouth Primary School already makes written information more accessible to disabled pupils through:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- Using a range of teaching and learning styles such as visual or kinaesthetic;
- using social stories and picture symbols for pupils who benefit from this.

Implementation

Our Accessibility Plan shows how access to Charmouth Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority. It will advise other school planning documents.

Charmouth Primary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Charmouth Primary Schools's Accessibility Plan will be implemented by Caroline Dare, SENCO. Sufficient resources will be allocated by the Governing Body to implement this Accessibility Plan.

Monitoring

The Charmouth Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body.

The governing body will monitor Charmouth Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Charmouth Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Charmouth Primary School complaints procedure covers the Accessibility Plan.

Approved _____

DATE _____

Review date _____

Charmouth Primary School ACCESSIBILITY PLAN - 2020 to 2023

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
CPD needs to be developed to ensure that all staff have an awareness of allergies, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist nurse in use of emergency response (auto-injectors) 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals 3. Pupils with allergies will be provided with an Individual Healthcare Plan usually provided by the Allergy Medical team and in line with Supporting pupils at school with medical conditions. 	<p>Headteacher</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p>	<p>Annual update - September</p> <p>On entry and update at least annually or as a result of updated medical information</p> <p>On entry or at diagnosis</p>	<ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with allergies have good access to an appropriate curriculum, differentiated as necessary, according to their individual needs and addressing any missed knowledge and understanding; • Pupils with allergies continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of pupils with allergies and know how to support them, including in an emergency.
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory and emotional needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements and pre visit preparation. 	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p>	<p>Annual update- September</p> <p>On planning trips and visits</p> <p>On planning trips and visits</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>CPD needs to be developed to ensure that all staff have an awareness of hearing impairment, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils and families.</p>	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist advisor 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals 3. Pupils with hearing impairment will be provided with an individual plan which will be regularly reviewed 4. BSL translators will be identified and arranged to support communication, information and communication will be available in written form, eg text message or email instead of phone call 	<p>Headteacher/ SENCO</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p> <p>Headteacher</p>	<p>Book for 2020/2021</p> <p>On entry or as a result of updated medical information</p> <p>On entry or at diagnosis</p>	<ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with hearing impairment have good access to an appropriate curriculum, differentiated as necessary, according to their individual needs; • Pupils with hearing impairment continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of pupils and families with hearing impairments and know how to support them.
<p>CPD needs to be developed to ensure that all staff have an awareness of ASD, the impact of this on learning, inclusion and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals 3. Pupils with ASD will be provided with an Individual Pathways to support learning 	<p>Headteacher /SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>By July 2020</p> <p>On entry/ at diagnosis</p> <p>On entry or at diagnosis and reviewed termly</p>	<ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with ASD have good access to an appropriate curriculum, differentiated as necessary, according to their individual needs; • Pupils with ASD continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of pupils with ASD and know how to support them, including when dysregulated.