



Accessibility Policy and Plan

Learning at Charville is underpinned by our Core Values, which are as follows:

**Respect
Independence
Self-belief
Honesty
Caring
Determination**



Charville Primary Academy Trust Accessibility Policy and Plan

February 2017

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality act 2010 and the SEND Code of Practice 2014. This plan will be reviewed regularly and will be updated every three years. This plan complements our SEN Information Report, Single Equality Policy, SEN and Medical Needs Policy, Personal Care Policy and Child Protection Policy.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

Charville Primary Academy Trust recognises its duty:

- 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.

The Governing Body of Charville Primary Academy Trust recognises its duty 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.

Charville Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

What do we do to collect information about our children?

- We collect information from the Early Years or previous settings, so that we are prepared for children when they arrive in school
- We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs

- Home visits are undertaken for all children beginning Nursery or Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance
- Contact with previous setting for in year admissions
- Meetings arranged with all parents who on application state their child has an EHCP, Statement or SEN need
- Transition meetings are held between class teachers each year
- Staff are trained in the use of epipens and asthma inhalers
- Members of staff in the Early Years have current Paediatric First Aid qualifications
- SEN files in classes contain records of the children's needs
- Health Care plans are completed for all children with medical needs. Personal care plans completed for those who require personal care.

School Population

We have children with the following disabilities on roll:

- Asthma
- Epilepsy
- Hearing impairment
- Visual impairment
- ADHD
- ODD
- Anaphylaxis
- ASD
- Dyslexia
- Dyspraxia
- Mental illness
- Physical Impairment
- Other medical conditions

Access Audit

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The Inclusion Manager, SENCO and Welfare Officer have an overview of the needs of disabled pupils. In particular the SENCO, children with Special Educational Needs and Welfare Officer, those with medical needs
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works with partner schools
- Disabled pupils have access to extra-curricular activities.

Charville Primary consists of a two storey building with wide corridors and several access points from outside. The main entrance features a secure lobby with ramp access and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in admin corridor and one by the KS2 playground. These are fitted with a handrail and an emergency pull cord. The lower hall is on the ground floor and is accessible to all. On-site car parking for staff and visitors includes two dedicated disabled parking bays.

The school has internal emergency signage and escape routes are clearly marked.

All outside areas are tarmacked and fully accessible to wheelchair users and includes 2 parking bays for those with blue badges.

All classrooms are fitted with appropriate lighting and interactive whiteboards, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed for example magnifiers, IPADS and laptops. Radio transmitter equipment is hired from the local authority when required.

All children have opportunities to join age relevant extra-curricular activities, including residential, beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from the health and safety officer.

School makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEN Framework.

The three areas considered in the action plan are:

A. Increasing access to the school curriculum

This includes learning and teaching and the wider curriculum of the school including extra-curricular activities and educational visits. Improving the quality of learning and teaching lies at the heart of the school's work. Through self-review and Continuous Professional Development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent learning and teaching opportunities for all children. We aim to meet every child's needs within inclusive classes.

Charville Primary has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners
- Staff training on specific learning needs e.g. autism and mental health including behaviour and attachment.

B. Improving access to the physical environment of the school.

This includes improvements to the physical environment of the school and physical aids to access education.

Charville Primary School will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Previous adaptations made to the school include:

- Fully equipped disable toilets
- Staff trained to support children with medical needs

- Provision of two disabled parking bays on site
- Purchase of accessible technology

C. Improving the delivery of accessible information to disabled pupils and/or parents

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

In planning to make written information available to disabled pupils and/or parents we will establish the exact need and then meet it. We will use advise from the expertise sought and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school makes its accessibility plan available on the school website and in different formats such as large print upon request.

Accessibility Plan – Charville Primary School 2017 – 2020

Plan 2017 – 2020	Issue	Action (s)	Who/Timescale	Success Criteria	Monitoring Who/How?
Improving curriculum access	For all teachers to be ‘teachers of children with Special Educational Needs’.	Training for teachers and support staff on different aspects of SEN and D	Teacher, SENCO and CPD lead	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum	Middle and Senior Leaders through observations
	For children’s needs to be met through appropriate deployment of learning support staff. (SEN, EAL, PP, Medical, Persistent absentees, CIN, CP)	Audit of pupil needs. Staff deployment adapted to best meet the needs of pupils.	Inclusion Lead, SENCO, TA Lead, SLT to review throughout the year as required	Impact analysis demonstrates identified children are making accelerated progress, additional needs are being met – observations, data	SLT, Middles Leaders, Governors through observations, data and book monitoring
	Access to the curriculum for those with specific learning difficulties	Review the needs of identified children and provide all relevant training and resources	SENCO – Spring 2017 and then periodically throughout the school year	All children have access to resources and programmes to remove any barriers to learning enabling children to make appropriate progress	SENCO, TA Lead and Inclusion Lead through discussion at annual reviews and APDR meetings
	Children with SEN and parents to be included in decisions about support options to ensure provision is child led and outcomes focused	3 APDR meetings to be held per year Transition appropriately prepared for	SENCO – Throughout the year	All children have appropriate outcomes set that will support them in closing the gap in their learning with their peers	SENCO and Inclusion Lead through APDR meetings and annual reviews
Improving physical access	For children’s needs to be met through appropriate and reasonable adaptations to the physical environment, timetabling and resources.	Children are able to move freely around the school environment with appropriate adaptations to meet individual needs which may include allowing children to leave class a few minutes earlier to ensure they feel safe and secure on the stairs and in the corridors.	SENCO	All Children feel safe walking through the school	SENCO and Inclusion Lead

Improving the delivery of written information	To ensure the availability of written material in alternative formats as required by the pupil and parent population.	Review all current school publications and promote the availability in different formats for those who require it.	SENCO/Inclusion Manager/Office Staff As required by the changing population	The school will be providing written information in different format/sizes when required for individual purposes	SLT and Governors through out the year
	To ensure the availability of appropriately sized written materials for pupils/parents with a visual impairment.				

Updated: February 2017

Approved by Nicola Kelly on behalf of the governing body

Review Date: April 2020