

CHEADLE HEATH  PRIMARY SCHOOL

ACCESSIBILITY PLAN
2014 - 17

This accessibility plan identifies how our school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body Curriculum & Standards Committee.

Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
 - has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'
- SEND code of Practice 2014

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

SEND code of Practice 2014

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions and local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with the following documents:

1. LA admissions policy
2. School Prospectus
3. Equality and Diversity Policy
4. Behaviour Policy
5. Special Educational Needs Policy
6. School SEND Offer
7. Asset Management Plan
8. Health & Safety Policy
9. School Development Plan

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

Aims

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Objectives

Cheadle Heath Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The Cheadle Heath Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Specific objectives are detailed in the Action Plan below.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'.... 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

Cheadle Heath Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities and relates to the key aspects of physical environment, curriculum and written information.

Current good practice:

- We aim to ask about any disability or health condition in early communications with new parents and carers.
- For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment:

- Cheadle Heath Primary School building is fully accessible for pupils
- The school is a single storey building with wide corridors and several access points from outside.
- The outside play areas are flat and almost completely accessible to wheelchair users
- On-site car parking for staff and visitor includes a dedicated disabled parking bay.
- All entrances to the school are either flat or ramped and all have wide doors fitted.
- The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.
- There are disabled toilet facilities available, one in KS1 and one on the main corridor. These are fitted with a handrail and the main disabled toilet has a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked
- There is a ceiling mounted hoist in the sensory room which will be developed in summer 2015
- Disabled pupils participate in extra-curricular activities
- Disabled pupils have access to the whole school site following the building redevelopment in 2014

Curriculum:

- Teaching Assistants support a range of pupils delivering bespoke support programmes
- The school is well-equipped with a range of learning aids and specific equipment
- The Inclusion Mentor supports a range of vulnerable pupils and their families
- Training has taken place in SEND and diabetes and there are a high number of trained first aiders
- Staff working alongside specific children have ongoing training to support the child in their care

Information:

- Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.
- Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Accessibility Plan

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Timescale	Lead	Monitor
<p>CURRICULUM: To increase the extent to which disabled pupils can participate in the school curriculum. <i>Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</i></p>					
To liaise with Nursery providers to review potential intake for Sept 14	identify pupils who may need additional to or different from provision for Sept 14 Intake		Sept 2014/2015	EYFS staff	TV / CM
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To ensure policies comply with the Equality Act 2010 to ensure policies reflect inclusive practice and procedure		Ongoing 2014 -	HT All subject leaders	
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 		Ongoing	Whole school approach	Resources committee
<p>PHYSICAL ENVIRONMENT: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</p>					
To ensure that building improvements support pupils with disabilities.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Consideration at time of tendering.	Summer 2014 then ongoing	SLT	Resources committee
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.		Ongoing	All staff	

To improve accessibility for hearing impaired pupils	Install sound systems in five classrooms in the new extension.	Design and build	Autumn 2014	CM	GB
To improve accessibility for pupils with dyslexia	Purchase a range of acetate coloured slides, tinted paper and arrange of writing tools.	£50	Ongoing	TV	CM
To increase space for vulnerable pupils.	When Inclusion Mentor is appointed, develop a nurture room to support pupils in small groups or on a one – one basis and provide a welcoming space for families and visiting professionals.	Reallocation of existing space	October 2014	CM	GB
	Develop a sensory room in new extension to provide holistic space for SEND and vulnerable pupils.	New build	Summer 2015	TV	CM
To support writing for pupils with physical difficulties	Purchase an iPad and Dragon Voice activated writing software.	£320 £80	Spring 2015	TV	CM
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the DHT (SENCO) in INSET and through regular staff meetings.	INSET		TV	CM
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in asthma and diabetes and as required in other specific conditions.	INSET	Annually in autumn term	CM / TV	Resources committee
	Update Medical Conditions policy annually and ensure annual parents' return is gathered.	staff meetings		CM	Resources committee
To ensure that staff are trained to support pupils with physical needs.	Buy in update manual handling for all staff bi-annually	£150 annually	Autumn 2014	CM / TV	LA physio
	Provide additional training for staff supporting pupils with physical difficulties				
To ensure that staff are trained to support pupils with emotional needs.	All the staff trained every 3 years in TEAMTeach and new staff attend sessions at other schools.	1 day INSET every 3 years £50 new staff within 1 term	Autumn 2014 £300	LA trainers	CM
	Staff training in 'Planning for Behaviour'			BSS	CM
To ensure disabled parents have every opportunity to be involved, are not discriminated against and are encouraged to take interest and be involved in their child's education.	<ul style="list-style-type: none"> Utilise disabled parking space for disabled to drop off & collect children offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents 		With immediate effect to be constantly reviewed	Whole school team with immediate & constantly reviewed	

COMMUNICATION: To improve the delivery of written information to disabled pupils and parents.					
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Audit the school library to ensure the availability of large font and easy read texts will improve access. • Audit signage around the school to ensure that is accessible to all is a valuable exercise. 				
To review children's records ensuring school's awareness of any disabilities	Information collected about new children <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews • SEN meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in office 		Annually	Class teachers All staff SENCO	

Monitoring

- The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.