

# ACCESSIBILITY PLAN 2022-25



AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 28.11.22
<b>Last reviewed on:</b>	18.3.24	
<b>Next review due by:</b>	July 2025	



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The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **The School's Context**

Claines CE Primary school is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one main school building. There is disability access for all classrooms and main areas of the school. There are rooms situated on the first floor of the original building, which have no access for disabled pupils but are no longer in use for pupils.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

**Our Aims are to provide:**

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

**Current good practice:**

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors.

There are disabled toilet facilities available, fitted with a handrail and a pull emergency cord.

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

There are only three rooms disabled pupils have no access to, but they are not used by any pupil.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

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

<b>Improving Participation in the Curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Effective communication and engagement with parents	SLT/SENCo	Termly meetings with parents/carers. IPM/ Annual Review meetings with SENCo. SENCo fortnightly drop-in sessions available for all parents to access.	Release time for SENCo	Ongoing from November 2022	Increased amount of parents accessing regular communication from school.
Training for staff on increasing access to the curriculum for all pupils	SLT/SENCo School Nurse	Epipen training. Intimate Care Policy in place and trained staff. Training from SALT, CCN team, Learning support, VI team, HI team. Outreach support from Regency High School and Perryfields PRU Ongoing guidance from specialists in VI team and HI team. Online CPD resources shared with staff.	Release time for training for all staff.	Ongoing. Weekly visits from VI and HI team.	Full access to the curriculum for all learners.
Effective use of resources and specialised equipment to increase access to the curriculum for all learners.	SLT/SENCo	Strategic deployment of support staff. Use of IT e.g. Prodigy, iPads, voice activated text, alternative keyboards. Purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured paper/overlays, pencil grips, adapted pens, fidget toys, Reading Pen Ensure specialist equipment (e.g. hearing aids / prodigy connect) is checked regularly and seek support with this equipment from HI and VI teams.	Budget to purchase equipment. Apps to support learning on iPads.	Ongoing.	Full access to the curriculum for all learners, allowing all pupils to make good progress in all subjects.
Adaptations to the curriculum to meet the needs of individual learners.	SENCo/ Class teachers	Pastoral support & timetable adaptations. Individual physiotherapy/OT programme. Speech and language therapy programme. Use of access arrangements for assessment/National tests.	Release time to meet with external agencies providing support. TA time.	Ongoing	Needs of all learners met, enabling positive outcomes.

Improve educational experiences for visually impaired pupils.	SENCo/ TA	Consult VI team regularly. Use of magnifiers/braille/enlarged reading materials etc. – as required and based on identified needs.	Cost of equipment. 1:1 TA support	Ongoing, with weekly visits from VI team.	Enhanced experiences for visually impaired children when accessing the curriculum.
Improve educational experiences for hearing impaired pupils.	SENCo/TA	Consult HI team regularly Daily use of radio aids when required. Consider hearing loop/soundfield systems if recommended by HI team.	Cost of equipment.	Ongoing, with weekly visits from HI team.	Enhanced experiences for hearing impaired children when accessing the curriculum.
All out of school activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of all pupils.	SLT/SENCo EVC Lead	Risk assessments undertaken and reasonable adjustments made. Providers to comply with all legal requirements.	Any specialist equipment needed. 1:1 TA support where required.	Ongoing	Increased access to extra-curricular activities for all pupils with SEND.

<b>Improving Physical Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Access into and around school to be fully compliant	HT	Designated disabled parking space. Wide doors and corridors. Clear route through school. Use of ramps where required. Install ramp into The Lodge. Support from outreach team at Regency.	Installation and maintenance costs.	Ongoing  Ramp into Lodge – Spring 2023	School to be fully accessible to wheelchair users and the visually impaired.
Improvements to help the visually impaired	HT/SENCo	Maintenance of steps, poles, ramps, doors or any other identified hazard – highlighted with high vis paint. Trip hazards identified and addressed. Support from VI team.	Maintenance costs.	Ongoing	Increased safety for all visually impaired people.
Improvements to help the hearing impaired	HT/SENCo	Install loop/soundfield system when necessary. Regular testing of volume of alarms.	Installation and maintenance costs including regular servicing of alarms.	Ongoing	Increased safety and learning experiences for hearing impaired people.

Clear signage to indicate access routes around school	HT	Signs indicate disabled parking bay and access routes into and around school.	Cost of signs.	Ongoing	Disabled people aware of access routes into and around school.
Maintain safe access around exterior of school	HT/ Site manager	Ensure pathways are kept clear of vegetation and other objects.	Site manager time.	Ongoing	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around interior of school	HT/Site manager	Improve flooring, furniture and layout in planning for disabled access.	Cost of any adjustments that need to be made.	Ongoing	People with disabilities can move safely around the school.

<b>Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Written materials to be made available in different formats	HT/Office	Weekly newsletter emailed to parents. The digital format will allow them to translate the content online. Key materials published on school website. Provide translated letters where appropriate – <a href="https://translate.google.com/?sl=auto&amp;tl=en&amp;op=docs">https://translate.google.com/?sl=auto&amp;tl=en&amp;op=docs</a>	Cost of translation of materials.	Ongoing	Increased amount of parents accessing regular communication from school.
Ensure documents are accessible for pupils and adults with visual impairment	Class teachers/ SENCo	Seek guidance from VI team on individual pupil requirements. Use of magnifier and technology where appropriate. Ensure large, clear font is used in documentation and worksheets. Translation of reading books into braille.	Cost of specialist equipment. TA time to translate books.	Ongoing	All pupils can access all school documentation.