

## Caldmore Primary Academy

### Accessibility Plan 2020 - 2021

Caldmore Primary Academy School has been described as a **‘welcoming, caring and inclusive school’** where **‘pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) achieve well because staff identify any barriers to learning quickly and put the right support in place.’** (Ofsted November 2019) We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving **all** of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of **all** our children matter.

#### **Purpose of Plan**

This plan shows how Caldmore Primary Academy ~~intends~~, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day- to-day activities.

#### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe)

## **Contextual Information**

Caldmore Primary Academy School has been in its current location since the mid-seventies but in 2008, the school had an extension to Key Stage Two and then again in 2013 there was a large two-story build. The academy has 15 classrooms, a library, 2 disabled toilets and a disabled changing area. The Reception area is at the front of the school and like all of the classrooms can be accessed from a ramp.

At present we have 1 wheelchair dependent pupil and 1 wheelchair dependent parent. We currently have no members of staff that depend on a wheelchair, although due to the accessibility of our school we have been able to offer placements to teaching students who fully depend on a wheelchair.

## **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities in addition to physical disabilities.

We have one child with a hearing impairment, one child who is visually impaired and one child who is dependent on a wheelchair.

## **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, Inclusive classes. The academy has joined Cadmus Inclusive who help deliver some of our CPD offer to staff.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for sensory needs, differentiation and recording methods  Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/SENCO	All pupils in school able to access all educational visits and take part in a range of activities RA take this into account.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

Primary Academy School is continuing to grow and develop – We have recently had building work to convert a room into a kitchen area for the children to access and have had what used to be the kitchen changed into what we call The Garden Room, The Rainbow Room and an office. The Garden room then opens on to a quadrant area which we have had astro-turfed and intend to make into a sensory garden for pupils to access during lunch times or as part of targeted interventions.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on- going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	Site Manager	Disabled parents/carers/visitors feel welcome
	Develop system to allow entry for wheel chair users	2015		



Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	SENCO  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with persons on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required  as required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate  Weekly	LA  Site Manager	All disabled staff, pupils and visitors able to have safe independent access

## Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2016		Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible  Use of the translator option on Class-Dojo.	As required  Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website.	2015	Office	All can access information about the school

Date: February 2021