

Caldmore Primary Academy

Accessibility Plan 2023-24

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 are committed to giving **all** of our children every opportunity to achieve the highest of standards. In line with Academy Transformation Trust’s mission, At Caldmore Primary Academy, we educate, safeguard and champion all our learners.

We do this by taking account of pupils’ varied life experiences and needs and ensure that any barriers to their learning are addressed and any adjustments required are quickly, acted upon. We offer a broad and balanced curriculum that builds the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning. We set high standards for ourselves and all our learners. The achievements, attitudes and well-being of the pupils is paramount to all we do.

Purpose of Plan

This plan shows how Caldmore Primary Academy plans overtime, 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 effect 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 two wheelchair dependent pupil and one 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 that include moderate and specific learning disabilities in addition to physical disabilities.

We have a number of pupils with a hearing impairment, one child who is visually impaired and two children who are 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 buys into Cadmus Inclusive and Speech and Language from Walsall Healthcare who both 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	<p>Be aware of stafftraining needs on curriculum access</p> <p>Introduction of the Judith Carter model and the 7c's.</p> <p>Share ATT tweaks</p> <p>Assign CPD for sensory needs, differentiation and recording methods</p>	On-going and as required	SENCO	Raised staff confidence in strategies for adaptations and increased pupil participation
Ensure classroom support staff have specific training on disability issues	<p>Be aware of stafftraining needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p> <p>Use of other outside agencies.</p>	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child</p>	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	<p>Make sure software installed where needed</p>	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p> <p>Correct Risk Assessments</p>	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	<p>Gather information on accessible PE and disability sports</p> <p>Seek support from Outreach</p>	As required	PE leader. Walsall Football Club	All pupils to have access to PE

Improving access to the physical environment of the school

Primary Academy School is continuing to grow and develop. We have The Garden Room and Rainbow Room that have access to an outdoor learning environment which is used for targeted interventions. All these areas can be accessed by users of wheelchairs.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. For example; we have a pupil that has Dysphagia so his drinks have to be thickened and we have to monitor what he eats. There is a detailed health care plan that we follow and parents and other professionals advised the academy on its contents.

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

To meet the needs of one pupil who is wheelchair dependent we invested in a hoist and sling so that he could be transferred from his chair to the floor and changing bed.

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 plan, do, review process when required	As required	SENCO	Plans in place for disabled pupils and all staff aware of pupils needs
	Relationships with other agencies for example; Outreach, OT and SALT	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Be aware of staff, governors and parents access needs and meet as appropriate	Annually	Headteacher	Parents have full access to all school activities
	Through questions and discussions find out the access needs of parents/carers through newsletter	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Consider access needs during recruitment process				
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 Develop system to allow entry for wheel chair users	Consider in any new development	Site Manager	Disabled parents/carers/visitors feel welcome
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Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges to be replaced when required.	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	To annually update Personal Emergency Evacuation Plan (PEEP) for all pupils with a difficulty. To do regular evacuation practice.	As required Each Sept	SENCO & GC (Health and Safety lead.) 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 fireescape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate Weekly	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 school's 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 School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. The use of Class Dojo	During induction On-going Current	Office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
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 plans and review formats. (including pupils who are non-verbal.) Pupil involvement with writing hygiene plans and 'All about Me'	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 Class Dojo translator.	On-going		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. Widgits used within school. Class Dojo.	On-going	Office and Pastoral team.	Everyone who requires to can access information about the school.

Date: February 2024