



Central Primary School: Accessibility Plan

2-year period covered by the plan February 2021 to February 2023

Our aim is to

To work together as an effective team. To be a child centred inclusive school where everyone is valued and there are consistent high expectations of everyone, following our motto Children are Central.

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 Proprietor/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

Central Primary school is a mainstream community primary school in a lovely Victorian building age range 4 years to 11 years old. The school comprises of five school buildings. Two of these buildings are listed. There is disability access for most classrooms (a lift is provided to access the second floor in the Newton Price centre) and main areas of the school. There are two rooms situated on the second floor of the original building which have no access for disabled pupils.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

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. The main entrance has been rebuilt and has a wide, automatic door into the entrance. The lobby is fully accessible for wheelchair users. 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 two rooms disabled pupils have no access to but they can be used flexible for different year groups.

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.

**It is a requirement that this plan is resourced, implemented and reviewed and revised as necessary.
This plan should be read in conjunction with the Equalities Policies.**

1. Increase access to the curriculum for disabled pupils

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Senco	<ul style="list-style-type: none"> • Termly meetings with parents/carers • Termly consultations • SEN/ Annual Review meetings with SENCo • Stay and Learn sessions • Coffee mornings organised with SENCo • Parent/carer workshops around • School blog/ school emails to be used to share parent/carer courses and further information 	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
To develop the inclusivity of the school curriculum	SLT/CLT	<ul style="list-style-type: none"> • Align the school curriculum with the Equality plan • Equality, Values Policy • Pupil Voice to be included in all school development work 	Time allocated	In place and ongoing	Curriculum represents the whole community
Training/support for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	<ul style="list-style-type: none"> • Continue to provide Epipen training for all staff • Intimate care policy and trained staff • Support for staff when needed from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team • Access to courses, CPD • Outreach support from local special school • Online resources for CPD shared with staff • Ongoing guidance from specialists e.g. for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, health visitors etc. 	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	<ul style="list-style-type: none"> • Strategic deployment of support staff/intervention teacher • Use of ICT, eg: Clicker 8 & voice activated text etc. • Use of Herts integrated visual coding (shape coding) across the curriculum • Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. • Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support) • Access to specialist resources shared widely with staff 	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

Adaptations to the curriculum to meet the needs of individual learners	Senco/ KS	<ul style="list-style-type: none"> Pastoral support, timetable adaptations SEN support used effectively to identify specific needs of a child Reasonable adjustments used to support individual learners Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing programmes Use of access arrangements for assessment/National tests Use of pre-teaching to support specific learners Use of Raise to English resources Movement and sensory breaks 	Inclusion team ISL Children's Therapy service Drama therapist, Nicola Williams	In place and ongoing	Needs of all learners met enabling positive outcomes
Improve educational experiences for visually impaired pupils	Senco	<ul style="list-style-type: none"> Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs Visualisers in classrooms to support Reasonable adjustments within the learning environment 	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
To develop SLCN strategies throughout school	Senco	<ul style="list-style-type: none"> All staff will be aware of SLCN needs and can effectively support pupils in mainstream/ identify SLCN pupils early SLCN specific training to all staff In-reach opportunities for staff to experience the base 	Annual training and ongoing experience		Staff will use SLCN techniques to support good progress of pupils
Improve educational experiences for hearing impaired pupils	Senco	<ul style="list-style-type: none"> Daily maintenance and use of radio aids when required Maintain hearing soundfield systems or explore individual radio aids if needed Consult Hearing Impairment team 	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco/Staff leading clubs	<ul style="list-style-type: none"> Risk assessments will be undertaken where appropriate Individual risk assessments (OV5) to be used when needed Providers will comply with all legal requirements Teachers to provide a wide range of after school activities for all children 	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

2. Improve the physical environment to increase access to education and associated services

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
The school site will be as accessible as possible within the constraints of its listed building status	SBM	<ul style="list-style-type: none"> -Undertake a site audit with specialists in mobility, visual impairments and create an action plan to continue to develop the school site 	Maintenance costs	Over the time period of the Accessibility plan	The site will continue to be accessible to pupils, staff and our community.

Provision of accessible toilets	ST	<ul style="list-style-type: none"> Maintain wheelchair accessible toilets with clinical waste bins Provide equipment for all children to access toilets around the school. 	Maintenance costs	In place and ongoing	School will be fully accessible for all the pupils across the school.
Access into and around school and reception to be fully compliant	SM/ HT	<ul style="list-style-type: none"> Assign designated disabled parking Maintain clear route through school 	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users and carers.
Improvements to help the visually impaired	SM / HT	<ul style="list-style-type: none"> Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable 	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	SM/HT	<ul style="list-style-type: none"> Maintain hearing soundfield when necessary for individuals when needed Alarm linked to fire alarms Staff provided with opportunities to train when appropriate Makaton/ BSL. Opportunities to work with HI professionals 	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	SM/HT	<ul style="list-style-type: none"> Review the signs indicate disabled parking bay and wheelchair friendly routes around school 	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	SM/HT Site manager	<ul style="list-style-type: none"> Ensure that pathways are kept clear of vegetation Restore seating and clear pathways of winter debris Add additional handrails to external stairs/ steps 	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	KS/HT	<ul style="list-style-type: none"> Awareness of flooring, furniture and layout in planning for disabled pupils Review cloakroom storage in corridors (consider alternatives for bags etc.) Staff aware of noise level i.e computer/projector/heaters and position children with HI/ASD away from them Displays around the school provide a safe and neutral environment for children with additional needs 	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
Maintain safe and calm classroom environment	Teacher	<ul style="list-style-type: none"> Classroom environments are low arousal and provide a safe and calming work area Teachers follow the school's Classroom environment policy 	Maintenance costs	In place and ongoing	Everyone will feel safe and calm in classrooms.

3. Make improvements in the provision of information for disabled pupils

Target	Strategies	Outcome	Time Frame		Success Measures
Availability of written material in alternative formats	Office/ SLT/ Senco	<ul style="list-style-type: none"> • Weekly newsletter emailed to parent/carers • Improve availability of information for parents – display appropriate leaflets for parents to collect • School notice noticeboard to be kept up to date • Key content published on school website • Material on the website provided in print if needed • School website has option for translating through Google translate • Provide translated/discussed documents where appropriate 	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	<ul style="list-style-type: none"> • Seek and act on advice from sensory support advisor on individual pupil requirements • Use of magnifier where appropriate • Ensure large, clear font used in documentation • Opportunity to ask for enlarged documents 	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation