



# **Accessibility Policy**

## “Empowering everyone to achieve”

<b>Policy Title</b>	Accessibility Policy
<b>Policies that interrelate</b>	Supporting pupils at school with medical conditions & Managing Medicines in School Policy. Admissions Policy School Prospectus Equality Action Plan Behaviour Policy The Children with Special Educational Needs / Disability (SEND) Policy Risk Assessment Policy Health and Safety Policy
<b>Legal and Statutory documents linked</b>	Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.
<b>Governor Committee responsibility</b>	Risk Committee
<b>Date of last review</b>	June 2020 (reviewed every 3 years)
<b>Reviewer name and position</b>	Angela Hall - Admin and Marketing Manager
<b>Date of next review</b>	June 2023
<b>Date approved by Governors</b>	16th June 2020
<b>Audit file updated (date and name)</b>	17th June 2020 Angela Hall - Admin and Marketing Manager

## **Introduction**

Cramlington Village Primary School (CVPS) has high ambitions for all its children and expects them to participate and achieve in every aspect of school life (where possible; where this is physically not possible alternative arrangements are made available). Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan identifies how the 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 our School Leadership Team and the Governing Body.

This plan identifies the ongoing actions of the Staff and Governing Body to ensure access to education for disabled pupils:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

## **Definitions of SEND**

'A child or young person has SEND 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 SEND 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a disabled child or young person requires special educational provision they will also be covered by the SEND 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, 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-

1. School Admissions Policy.
2. School Prospectus.
3. Equality Action plan.
4. Behaviour Policy.
5. Supporting pupils at school with medical conditions & Managing Medicines in School Policy.
6. Children with Special Educational Needs / Disability (SEND) Policy.
7. Risk Assessment Policy
8. Health and Safety Policy
9. The School Offer.

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

## **Vision and Values**

At CVPS we are committed to providing a fully accessible environment and curriculum, which values and includes all children. This will enable them to achieve their very best regardless of their cognitive level, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove barriers where possible and make adaptations and reasonable adjustments to ensure that every child can enjoy and participate as fully as possible.

## **Information**

37% of pupils in school have special educational needs. The needs of the children (or pupils whatever is consistent with the rest of the document) cover the 4 main areas: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties, and Sensory and Physical Needs. Additional information can be found in the SEND Information Report.

## **Curriculum**

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at CVPS:

- When planning lessons teachers consider the needs of all children in their class and offers a differentiated curriculum for all pupils.
- Comprehensive tracking systems and data analysis for all pupils including those with a disability.
- Resources are tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Excellent procedures for the identification and support of all pupils with Special Educational Needs.
- Targets are set effectively and are appropriate for pupils with additional needs.
- Detailed pupil information given to all relevant staff.
- Regular home school liaison.
- Teaching assistants are deployed effectively to support a range of needs.
- Special consideration for pupils taking parts in tests with formal access arrangements followed in statutory assessments at the end of KS2, but also provided in tests prior to these as good practice..
- Strong links with outside agencies.
- Teaching includes a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum. The curriculum is reviewed to ensure it meets the needs of all pupils.
- Staff consider the needs of disabled pupils when planning educational visits and check accessibility of all venues.

## **Physical Environment**

CVPS comprises of a one-story building for the whole school. An accessible toilet with a height adjustable electronic changing table and alarms is available, situated next to the main entrance. Wheelchair access is available throughout the building. We also have a disabled parking space.

At present we have no wheelchair dependent pupils or staff.

The following good practice is in place at CVPS:

- Emergency and evacuation procedures are accessible to all at present.
- Alarms are auditory and assembly points are on the playground.
- Yellow edge markings are in place around the outside of school for Visually Impaired pupils, staff and visitors.
- Soft yellow pads are in place around all vertical posts / obstructions
- Contrast tape is in place as necessary
- We proactively keep cloakrooms clear for safe accessibility.
- Personal evacuation plans would be put in place if needed for identified children or staff with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- Installation of window blinds or shutters in all rooms.

- Regular evaluation of the school site for accessibility is carried out by the SLT in liaison with the Site Manager.
- The Risk Committee monitor the termly site reports and annual Health and Safety Report from the Site Manager at Committee Meetings and monitor the accessibility of the School Site.

### **Improving the Delivery of Information to pupils with a Disability**

We improve the delivery of information to pupils with a disability as needed to meet the needs of our pupils. We would have and would invest as needed for new pupils or for pupils whose needs may change during their time at our school. Examples of this would include but are not limited to:

- Internal and external signage
- Large print resources
- Pictorial or symbolic representations
- Braille
- Induction Loop

### **Working with other stakeholders**

The school has been assessed by Visual Impairment specialists and adaptations made (April 2018). We proactively seek advice and feedback from the habilitation specialist on their regular visits, to ensure standards are maintained and any concerns are quickly dealt with.

The school makes good use of external agencies (e.g. Sensory Support Services from VI, HI. The Toby Henderson Trust advice on making the physical environment more suitable for pupils with ASD / sensory overload) to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate in the life of the school.

The following good practice is in place at CVPS:

- Class Facebook pages are in place to support good communication between home and school.
- Information for pupils is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Use of enlarged texts and coloured paper.
- Teachers are available at the beginning and end of the day to talk to parents if required.
- The school website is kept up to date with relevant information for parents.

## **Management and Implementation**

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and will also be reviewed when pupils with additional specific needs enrol at our school.

The evidence used to aid reviews of the plan will include:

- SEND Register
- Monitoring feedback
- Data tracking
- Attendance data
- Provision Map / Education Health Care Plan Reviews
- External agency reports and input
- Government and Local Authority policies and initiatives
- Building inspection reports
- Health and Safety audits
- CPOMS data as relevant

The Principal maintains a 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 included in the termly report to governors. The SEN Governor also checks this document annually.



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

<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Monitor</b>
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENCo in Training Day and through regular staff meetings.  SENCO to attend termly LA SEN network meetings	Staff meeting time	SENCo	Evaluations on SDP. Principal report to Governors
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of staff. Updates and rolling programme of training for all staff	Staff meeting time	SENCo	Evaluations on SDP. Principal report to Governors
To ensure staff are trained to support pupils with medical conditions	Update staff training annually in <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Epilepsy (as needed)</li> <li>• Diabetes</li> </ul> and as required in other specific conditions.  Update Medical Conditions policy annually and ensure annual parents return is gathered.	Staff meeting time	SLT	Evaluations on SDP. Principal report to Governors
To continue to provision map	SLT to provision map and adjust TA	SLT time to look at data	SLT	Evaluations on SDP.

to meet individual needs within each cohort.	support to meet individual/ group needs			Principal report to Governors
To improve accessibility for VI pupils	IT equipment and stationery provided as appropriate to meet the needs of each child	Class teacher / AT of VI children – when appropriate	Sensory Support Service and SENCo	Evaluations on SDP. Principal report to Governors
To improve accessibility for pupils with dyslexia	Purchase equipment as appropriate to support each individual pupil		SENCo	Evaluations on SDP. Principal report to Governors
To ensure that any building improvements support pupils with VI/ Autism/ physical needs	When decorating and carpet colours are chosen the need for clear contrasts will be addressed.	Consideration at time of tendering.	SENCo	Finance and HR Committee
To support reading & writing for pupils with specific learning difficulties – Year 5 & 6	Purchase equipment as appropriate to support each individual pupil		SENCo	Evaluations on SDP. Principal report to Governors
Emotional wellbeing. To support children with Change and loss in their lives	Thrive Program	Class Teacher / AT as appropriate	SENCo and Thrive Practitioner	Evaluations on SDP. Principal report to Governors

## Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Risk Committee and the Principal.