



Carfield
Primary School

Accessibility Policy

2022-2023

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Introduction:

Carfield Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Definition of Disability:

The Equality Act (2010) states that a person has a disability if:

- They have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people. Some specified medical conditions, HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Equality Act (2010):

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child or young people unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty). The Governing Body of Carfield Primary School have the duty to publish Accessibility Strategies and Plans.

Reasonable Adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Carfield Primary School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, for SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Carfield Primary School.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Aims

Carfield Primary School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers. In considering what is reasonable the school will take account of:

- The practicalities of making adjustment
- Health and Safety factors
- School budget situation
- The interests of other pupils
- The need to maintain academic standards

All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the school. Relevant information will be passed on to staff to ensure staff awareness.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

Carfield Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the school and physical aids to allow pupils to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation for all pupils.
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts.
- The school employs an Inclusion Team to support the emotional needs of all pupils both in school and during transition to other schools.

Access Audit and Accessibility Plan

Access audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Carfield Primary School is currently set over two sites. The smaller building (Block B) situated in the top yard is on one level. The larger building (Block A), situated in the middle yard, has 3 storeys.	To be taught on the lower level un the short term. Long term to re-locate year group to Block B.	SENCO/ JS/ DG	
Corridor access	Wide corridors in both schools	N/A	N/A	N/A
Parking bays	To be arranged as and when needed via staff car park	Bay to be designated if and when needed	JS/ DG	

Entrances	Wide entrances throughout most with steps to access the building	Three entrance openings from the main road to gain access to Block A and Block B buildings. Route into school to be arranged from main road entrance.	SENCO/ JS/ DG	
Ramps	Ramps available in Block B (smaller building).	N/A	N/A	N/A
Reception area	Large reception with no stairs to access	N/A	N/A	N/A
Emergency escape routes	Plan to be arranged on Individual basis	PEEP (Personal evacuation plan) to be completed	JS	When needed. Checked termly.
Toilets	Disabled toilet near reception area. Disabled toilet in Block B building (top building).	N/A disabled toilets in both schools	N/A	N/A
Lifts	No lifts to upper floors in Block A building (main building)	N/A	N/A	N/A

Written Information

Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language and Visual Impairment etc. The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy

- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Accessibility Plan 2021-2022

Aim/ Issue	Current provision in place	Action	People/Resources	Timescale	Success Criteria
To ensure our multi storey school has increased access to all classrooms in school for children with physical disabilities	<ul style="list-style-type: none"> • Children with physical disabilities are educated in a lower level classroom in the short term. • Children with physical disabilities and their year group are to relocate to Block B. 	<ul style="list-style-type: none"> • Full risk assessment and action plan for children in school with physical difficulties. • Communication Champions action plan – To increase symbol supported signage through school • PEEP (Personal Evacuation Plans in place and up to date) 	Costs to be established by the Business Manager and spending planned into the budget. Business Manager	Ongoing	Pupils with needs/disabilities are not disadvantaged due to environment restrictions. The environment gives all children the best chance of succeeding.

Access to physical environment	<ul style="list-style-type: none"> To continue to improve the signage around the school particularly in respect of catering for users with visual/mobility impairment. 	<ul style="list-style-type: none"> HM to identify cost and suitability 	HM/ JS	Ongoing	Clear signage to meet a range of disabilities
Access to physical environment	<ul style="list-style-type: none"> Continue to ensure that emergency evacuation procedures meet the needs of the disabled users of the premises 	<ul style="list-style-type: none"> JS to update peeps in line with Fire/ Evacuation duties 	JS	Ongoing	Emergency procedures meet the range of needs.
Access to physical environment	<ul style="list-style-type: none"> To monitor and develop the quality of inclusive practices throughout the school 	<ul style="list-style-type: none"> Achievement of SENCO qualification Through SEND Action Plan 	SENCO	July 2023	Achievement of SENCO qualification All teachers/TAs are aware of children's special educational needs/disabilities and how to support them appropriately. They have access to training as and when it is needed.
Raise staff awareness of disabilities issues whenever appropriate	<ul style="list-style-type: none"> SEN CPD plan for all staff. SEN training available for teachers/TAs to ensure they can 	<ul style="list-style-type: none"> Accessing support from outside agencies as and when this is needed. Educational Psychologist staff 	SENCo Educational Psychologist	Ongoing	All teachers/TAs are aware of children's special educational needs/disabilities and how to support them appropriately.

	<p>meet the needs of their children.</p> <ul style="list-style-type: none"> • Class SEN provision maps • School S & L therapist provides regular advice and support for staff. <p>School Educational Psychologist provides regular advice and support for staff.</p>	<p>surgeries to support teachers with individual children/groups each time she is in school.</p> <ul style="list-style-type: none"> • Educational Psychology half termly TA sessions. 	<p>Speech and Language therapist Autism team</p>		<p>They have access to training as and when it is needed.</p>
<p>Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability</p>	<ul style="list-style-type: none"> • Alternative methods of Communication used throughout school, particularly Communicate In Print, Communication books, Makaton and PECS • Pupils are differentiated and scaffolded for based on their needs and support is in place to allow pupils to record information in 	<ul style="list-style-type: none"> • To work in line with the AET Autism Friendly school framework • Curriculum lead to analyse overview of curriculum to ensure it is accessible for all learners. 	<p>SENCo Curriculum Lead Headteacher Leadership team Teachers/TAs</p>	<p>Curriculum overview by Spring- 23</p>	<p>Curriculum is fully accessible for all children.</p>

	different ways such as mindmaps, videos.				
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Individual risk assessments completed where they are needed for individual children. • Additional adult support provided to support all children to access trips. • A thorough checklist followed by all staff to ensure the appropriateness of trips as well as accessibility for all pupils. 	<ul style="list-style-type: none"> • Clear planning for all visits considering the needs of ALL children in the class. • Head teacher discussion before visits are booked. • Individual risk assessments completed. Discussions with parents of children with SEND before visits where individual risk assessments are needed. • Social stories provided for children with Communication and Interaction needs before visits. 	<p>SENCo</p> <p>Headteacher</p> <p>Leadership team</p> <p>Teachers/TAs.</p>	Ongoing	School trips & residential visits are accessible for all pupils
Ensure that after-school clubs and care provision facilities are accessible for all pupils	<ul style="list-style-type: none"> • After school, lunchtime and breakfast clubs are open to all children. 	<ul style="list-style-type: none"> • Ensure access is available for all pupils and encouraged, including those with 	<p>Learning Mentor</p> <p>SENCo</p>	Ongoing- Review Summer 2	After school, lunch time and breakfast clubs are accessible to and encouraged

	<ul style="list-style-type: none"> • School termly monitors attendance of all pupils to enrichment offer and targets vulnerable pupils for specific clubs 	<p>physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.</p> <ul style="list-style-type: none"> • Review of the number of children accessing breakfast or after school clubs with additional needs 	After school club leaders		for all children to be a part of.
Access to the curriculum	<ul style="list-style-type: none"> • To ensure all current interventions and their success/impact on progress. Provision mapping to be used across all year groups 	<ul style="list-style-type: none"> • SENCo to analyse half termly if interventions are having an impact on progress 	SENCo	Ongoing	Analysis shows that interventions are impactful.
Access to the curriculum	<ul style="list-style-type: none"> • To ensure that staff training is supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia are delivered to relevant staff. 	<ul style="list-style-type: none"> • Identify gaps in knowledge and seek external advice if necessary 	SENCo	Ongoing	All teachers/TAs are aware of children’s special educational needs/disabilities and how to support them appropriately. They have access to training as and when it is needed.