Cecil Road Primary & Nursery School
Together we achieve more

Accessibility Policy

Ratified by Governors	25/03/2021
Reviewed	25/03/2021
Next review	25/03/2024

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

› Increase the extent to which disabled pupils can participate in the curriculum

› Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

› Improve the availability of accessible information to disabled pupils

Cecil Road Primary & Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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, the complaints procedure sets out the process for raising these concerns.

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

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our aims are to:
- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Cecil Road Primary and Nursery School offers a differentiated curriculum which is modified to meet the needs of all children. We use specific resources to ensure all children can access the curriculum fully.	To access specific CPD training for relevant staff including medical training.	Provision needs of pupils assessed regularly through Pupil Progress Meetings	Class Teacher SENCo SLT	Ongoing	Staff feedback indicates that they are confident that all pupils can access the curriculum.
		To provide a wide range of ICT equipment to allow access to the curriculum.	Organise CPD in using ICT equipment - to be reviewed yearly			Evidence from lesson observations indicate that ICT equipment is being used effectively for

	E.g. Task board					pupils to access the curriculum.
	Now and next board					
	Word mats					
	Alternative methods of recording					
	BEAM Intervention in place across the school.	To improve balance and coordination.	Pupils identified to join the programme during Pupil Progress Meetings.	SENCO Trained TAs	Ongoing	An established intervention with assessment that shows an improvement in pupil's balance and coordination.
	Sensory circuits	To ensure a smooth transition into school so that pupils are ready for learning.	Pupils identified to join the programme during Pupil Progress Meetings. Sensory circuits to be adapted to suit the needs of the pupils.	SENCO Trained TAs	Ongoing	An established intervention of which observation shows that pupils are calm and able to access their learning.
	Sensory Breaks	To ensure that children are ready to learn.	Set up sensory trails around the school, ensure all staff have access to sensory cards.	SENCO TAs	Ongoing	An established intervention of which observation shows that pupils are calm and able

						to access their learning.
	Nuture facilities at Cecil Road Primary & Nursery School.	To ensure children are given time and skills to help them cope successfully with the day.	Develop the school environment • SEN office/nurture room • Zone • Playground • Outside classroom	SENCos SLT		Observation shows that pupils are more able to cope with the school day, due to a range of facilities they have access to.
	We track progress for all pupils including those with a disability.	To ensure staff are aware of how to support all children and move their learning on.	Use Portage document for children in Early Years who are working at small step progress. Consider BSquared for accessing children in KS2	SENCOs SLT	Ongoing	Tracking progress in pupil progress meetings will show the small step progress the children are making.
	We set appropriate targets for all and implement personalised plans for children with additional needs.	To ensure that targets are challenging yet achievable	Use planning documents to help look at children's next steps to set targets.	SENCOs Teachers	Ongoing	Children will achieve their targets.

	The curriculum is reviewed to ensure it meets the needs of all pupils					
Improve and maintain access to the physical environment	The classroom environment is adapted to the needs of pupils as required E.g Adjustable desk Work station Sit and move cushion Ear defenders Ipads Sound buttons	All children can access the physical environment	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCos SLT	Ongoing	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	The wider environment is adapted to the needs of pupils as required. E.g. Ramps Rails	All can access the physical environment safely	Seek an external audit from LA. To keep up to date with statutory requirements. Put PEEP in place if needed.	SENCos SLT	Ongoing	All stakeholders can access the physical environment easily and safely.

	Yellow visibility lines Disabled toilet Lift in main school Care suite					
Improve the delivery of written information to pupils	Our school uses a range of communication methods to ensure information is accessible. E.g Internal signage Pictorial or symbolic representations. Overlays Coloured paper / backgrounds Enlarged font	To improve the degree in which the children can access written information in the classroom. To improve signage around school including visual clues to aid visually impaired and EAL. Improve communication at the front door	Children's needs identified in Pupil Progress Meetings and relevant resources created. Use symbols to label trays. Use visual timetables and calendars. Use symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms Create pamphlets which are available at the front desk to direct parents and visitors to local support networks.	Class Teacher TAs SENCOs SLT	Ongoing	All stakeholders can access written information Classroom environment will have resources in place. Signs will be used around school to identity the use of individual rooms.

			Include Google translate on website so that it is available in different languages.			

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to KS1 and KS2 with steps.	Lift already in place. Annual maintenance checks to occur.	Site manager	Monitored annually
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Monitored annually
Signage	Signage is in place across the school.	Use symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SLT	Monitored annually
Fire alarms	Currently auditory alarm in place	Consider visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Site manager SLT	Ongoing
Doors All doors allow visability	Newly installed doors are accessible for all.	Ensure when doors are replaced they will be accessible for all. • Community Room door to be replaced by April 2019. • Main Building – top floor - 2 x Resource Offices - replace opaque with clear glass in both doors.	Site manager SLT	Ongoing

| Emergency escape routes | Labels well and clearly displayed throughout school. | Continue to ensure signs are maintained. | Site manager

SLT | Ongoing |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and Yvonne Quigley – Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

› Risk assessment policy

› Health and safety policy

› Equality information and objectives (public sector equality duty) statement for publication

› Special educational needs (SEN) information report

› Supporting pupils with medical conditions policy