

The Central Schools Trust



INCORPORATING BALSALL COMMON PRIMARY SCHOOL AND DAMSON WOOD NURSERY AND INFANT SCHOOL

Accessibility Plan



Document Control

Date of Policy	Policy Version	Approving Body	Approval Date	Review Period
September 2021	1.1	MAT Board	5 October 2021	4 October 2022
September 2022	1.2	MAT Board	4 October 2022	Autumn Term 2023
May 2023	1.2	MAT Board	23 May 2023	Summer Term 2024

Introduction

This policy and plan was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in 'Accessing School: Planning to increase access to schools for disabled pupils', issued by the DFES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

'A person has a disability if he or she has physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Key Objectives

To reduce and, where possible, eliminate barriers to accessing the school site and its curriculum and for pupils, staff and visitors, where appropriate, to have full participation within the school community.

Principles

Compliance with the DDA is consistent with the Trust's aims and equal opportunities policy, and the operation of its SEND policy and SEND SIR (School Information Report.) Central Schools Trust (CST) recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and provision of education and associated services
- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

CST recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents and child's right to confidentiality.

CST provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the Key Principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils
- Ensuring access to the school's wider provision, such as after school clubs, sporting and cultural activities and school trips

Activity

a) Education and related activities

CST will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEND inspectors/advisor and of appropriate health professionals and from local NHS Trusts.

Focus

- Ensure that teachers and support assistants have necessary training to teach and support disabled pupils
- Ensure classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

b) Physical environment

CST takes account of the needs of pupils, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Focus

- Check that the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children, and not confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

c) Provision of information

CST makes itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Focus

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user-friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

Each school within CST carries out accessibility audits to identify potential barriers in the three areas of school life identified above, and has regard to the need to provide adequate resources for implementing plans and to review these plans regularly.

Linked Policies.

This policy should be read in conjunction with related school policies such as

- The Schools' Improvement and Development Plans
- The SEND policy
- SEND School Information Report (SIR)
- Equalities and Objectives Policy
- Curriculum policy
- Medical Conditions in School Policy

Accessibility Plan 2023-2026

Physical Access

Objective	Action	Lead Person	Success Criteria	Timescale	Monitoring and Evaluation
To review the physical environment of the school with regards to accessibility by disabled users.	<p>To assess individual needs of disabled pupils to determine any personal equipment needs and/or additional support.</p> <p>Annually reorganise classrooms so physically disabled or sight impaired staff/pupils are accommodated in the classrooms best suited to their needs (<i>New pupils – liaise with parents/portage/relevant agencies/ previous setting</i>)</p> <p>To address issues of sunlight and glare by commissioning quotes for classroom blinds. Purchase and install on a prioritised basis</p>	<p>SENDCo</p> <p>SENDCo</p> <p>Premises Lead</p>	<p>The school is aware of disabled pupils' needs and able to prioritise in order to meet the needs (access funding where possible)</p> <p>Blinds installed in classrooms/rooms that are affected</p>	<p>On-going as need arises</p> <p>On-going as need arises</p> <p>On-going as need arises</p>	<p>Annual monitoring by CEO/HTs</p>

Curriculum Access

Objective	Action	Lead Person	Success Criteria	Timescale	Monitoring and Evaluation
Continue to develop staff knowledge and understanding of inclusive classroom practice and on issues faced by those with different disabilities.	Continue to provide training for all staff so that there is a deeper understanding of how to facilitate access for pupils with disabilities including: <ul style="list-style-type: none"> • ADHD • ASD • Dyslexia • Impaired sight / hearing • Physical Impairment • Diabetes 	SENCo	Teachers and teaching assistants benefit from a rolling programme of training and updates regarding inclusion of pupils with specific needs across the curriculum. Specific courses for staff who work with individuals e.g. ASD – mean that staff are more aware of particular needs, therefore ensuring inclusion.	Ongoing as needs arise. Annual refresher training for staff delivered by SENCo Annual Performance Management	Annual monitoring by CEO/HTs
To increase the extent to which disabled pupils can participate in the school curriculum.	Ensure that disabled pupils are able to access the full range of curricular and extra-curricular activities, making reasonable adjustments where required, including the provision of additional adult support if appropriate. Assessment leader and SENCo track attainment and progress of disabled children termly. Outcomes are discussed with class teacher.	SENCo and Curriculum Lead SENCo and Assessment Lead	Pupils with disabilities take part in all school trips (curriculum) and the extra-curricular activities which they choose, including residentials, swimming and sports. Risk Assessments completed. Monitoring identifies equality of opportunity. PSPs, IBPs amended as necessary. Teachers personalise the curriculum to meet pupils' needs.	On-going	Annual monitoring by CEO/HTs

Access to Information

Objective	Action	Lead Person	Success Criteria	Timescale	Monitoring and Evaluation
To review the provision of information so that it is accessible for all users	<p>Admin staff and teachers/TA's produce information as required in alternative forms (coloured paper, increased font size, type face, braille)</p> <p>For partially sighted or visually impaired arrange for either verbal transcript or Braille copy. AO to ensure information is known as to where to access this service</p> <p>Updated school website allows for change of font size and screen resolution</p> <p>To publicise this commitment through the school website.</p>	Admin officer/ HT/SENC	As required, pupils / parents are able to access materials in an appropriate format	On-going	Annual monitoring by CEO/HTs