

# Cannon Park Primary School

*Encouraging Excellence*



## Accessibility Plan 2022 - 2025

|                                 |  |
|---------------------------------|--|
| <b><u>Review Programme:</u></b> |  |
| <b>Policy Review Date</b>       | <b>November 2022</b>                     |
| <b>Date of Next Review</b>      | <b>November 2025</b>                     |
| <b>Reviewed by</b>              | <b>Head Teacher and Business Manager</b> |
| <b>Head Teacher</b>             | <b>Mrs. Vanessa MacDonald</b>            |
| <b>Chair of Governors</b>       | <b>John Teago</b>                        |

## **Section 1: Vision Statement**

### **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

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. 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. If you have any concerns relating to accessibility in school, please raise these with the school so we can support, as best as possible, any improvements. The school's complaints procedure covers the Accessibility Plan. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

### **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## **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

## **Training**

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- \* A copy is posted on the school's website
- \* Paper copies are available from the front office

## **Review and Evaluation:**

It is required that our accessibility plan is resource, implemented, review and revised as necessary and report on annually. Below is a set of action plans showing how Cannon Park Primary School will address the priorities identified in the plan. The plan is valid for three years 2019 – 2022. It is reviewed annually.



### 3. Action Plan

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

| Area  | Current Good Practice and Targets   | Actions to be taken  | Person responsible   | Date to complete actions by |
|---|---|--|--|-----------------------------|
| Admissions and Participation                            | <p>To improve the induction process for pupils with SEND</p> <p>To ensure all pupils/parents with disabilities are involved in relevant decision making</p>   | <p>Arrange visit to feeder nursery/school before admissions.</p> <p>Invite parents to pre-induction visits.</p> <p>Collect views of the children and their parents with SEND (Special Educational Needs and Disabilities) to make sure provision is matched to their needs and to continue to find way to improve.</p> | <p>Admin Team</p> <p>Class Teacher</p> <p>SEND Lead</p>  | Ongoing                     |
| Management and Administration                           | <p>To ensure that accurate pupil records are kept for pupils with a disability or Special Educational Need and are accessible within school and to parent/carers of request</p> <p>All curriculum school policies are to include statements on disability and inclusion</p> | <p>Pupil files are updated regularly on Sims.net and CPOMS.</p> <p>SEN Register is updated regularly</p> <p>As each aspect of subject policy is reviewed, a statement on equality of access should be added if it is not already present.</p>  | <p>SEND Lead</p> <p>Admin Team</p> <p>Learning Mentor</p> <p>Subject Manager</p> <p>SLT Team</p> | Ongoing                     |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> </ul>   | <p>Evaluate responses and action support via SLT and SEND Lead</p>   | <p>SLT</p> <p>SEND Lead</p> <p>SSO</p>   | Ongoing                     |

|                        |   |   |                              |         |
|------------------------|---|---|------------------------------|---------|
|                        | <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>  |   |                              |         |
|                        | Provision Management developed fully across the school  | To meet the needs of identified pupils and ensure that support staff are used effectively.  | Head Teacher<br>SEND Lead    | Ongoing |
| School Self-Evaluation | To maintain a clear picture of the attainment of inclusion groups in relation to other children in the school and take actions to address underachievement.   | Embed use of tracking grids to monitor attainment data of groups vulnerable to underachievement and measure the gap between these pupils and the cohort. Where issues arise additional actions will be planned for to redress the issue – these will be detailed in yearly action plans for 'Inclusion'.  | Head Teacher                 |         |
| Provision              | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> <p>To improve provision for pupils with a disability or SEN</p> <p>Ensure staff have the knowledge, understanding and confidence to support disabled pupils or those SEN in accessing all aspects of school life</p> | <p>Observe lessons across the school with a focus on inclusion – provide advice/training to staff as identified by outcomes of observations and discussion</p> <p>Continue to develop the 'Provision Map' to ensure that resources are updated and best matched to children with the greatest need, fairly across the school.</p> <p>Provide all staff with training/briefings on the conditions found in school; Down Syndrome, Autism, Dyslexia, Sensory Impairments, ADHD and any other conditions that may arise in school ensuring that children are supported in accessing all areas of school life. Provide both generic and bespoke training for support staff in delivering effective interventions.</p> | SEND Lead<br>Teachers<br>SLT | Ongoing |

|                 |  |   |   |         |
|-----------------|--|---|---|---------|
| Information     | To maintain good communication with parents. | Identify families who would benefit from enlarged text or translation.<br><br>Continue to provide communication with families via letters, texts, emails, newsletters and the school website. | Admin Team  | Ongoing |
| Physical Access | Maintain ease of access for all stakeholders | Review termly during health and safety walks  | Site Service Manager<br>Health and Safety Committee | Termly  |

## Appendix 1: Accessibility audit

| Feature           | Description   | Actions to be taken   | Person responsible                   | Date to complete actions by |
|-------------------|---|---|--------------------------------------|-----------------------------|
| Number of storeys | One storey building with no stairs  | None Needed   |                                      |                             |
| Corridor access   | Corridor space is through classrooms which are accessible for wheelchairs to manoeuvre  | Ensure Corridor space is always kept clear and tidy.  | All school staff                     | Ongoing                     |
| Parking bays      | Exclusive parking space for drivers with a disability in car park   | To keep well marked   | Site Service Officer                 | Ongoing                     |
| Entrances         | Automatic entrance doors are accessible for people standing and sitting in a wheelchair with good visibility. Internal doors are wide with good visibility. | Automatic doors are maintained every six months and regular checks are done on all internal doors | Site Service Officer                 | Every Six Months            |
| Fire Alarms       | Currently auditory and visual alarm in place  | Maintained six monthly – PEEPs in place for children with hearing difficulties                    | Site Service Officer<br>Head Teacher | Every Six Months            |
| Toilets           | General and disabled available  | Emergency response alarm in disabled toilet to be checked 6 monthly                               | Site Service Officer                 | Ongoing                     |



|  |  |  |   |         |
|--|--|--|---|---------|
| School Reception/Entrance area               | Automatic outside door and wide entrances  | Automatic doors to be inspected and maintained on a six monthly basis. | Site Service Officer                                |         |
| Emergency escape routes and Internal signage | Labels clearly displayed throughout school | Continue to ensure emergency signs are maintained.                     | Site Service Officer<br>Health and Safety Committee | Ongoing |