



CHEETWOOD COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN 2020-2023

Approved by the Resources Committee

Humaira Shoab

Chair of Committee

12/02/2020

REVIEW no.1 10.02.2021 – evidence for this review has been gathered from school provision offered during the pandemic when school was closed, as well as open.

To be reviewed each spring term during the 3 year period

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

As part of this law there are three main duties:

Not to treat disabled students less favourably

To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage

To prepare an accessibility plan for increasing the accessibility of the school for disabled students

The duty not to discriminate covers all aspects of school life, including extra-curricular activities and educational visits.

The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

This Accessibility Plan has therefore been developed fully compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

The plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors paying due regard to their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of information to pupils, staff, parents/carers and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

We are required to resource, implement and review our Accessibility Plan as necessary. This plan will be monitored and evaluated by the Resources Committee of the Governing Body.

Access to this plan:

This plan will be made available upon request to any current parent/carer or prospective parent/carer who requests it. We will also hand this plan to any parent/carer of a disabled child who makes an enquiry about a place for their child at the school.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with all staff and will inform relevant aspects of the school improvement plan.

	Title	Improve accessibility throughout the school focusing on information, the curriculum and the environment, in line with the Equality Act 2010	
What will be different?	Access will be improved for disabled pupils, staff and visitors to the school		
Targets		Success criteria (use for evaluation)	
<ul style="list-style-type: none"> To improve the delivery of information to pupils and other school users with disabilities To improve the physical accessibility of the school To improve access to an appropriate Foundation Stage, KS1 and KS2 curriculum 		<ul style="list-style-type: none"> Evidence of written information in alternative formats On-going successful and satisfactory completion of all proposed work in order to modify the physical environment accordingly Evidence of pupils with varying disabilities accessing a school place at Cheetwood Staff report they are more able to meet the needs of children with disabilities with regards to accessing the curriculum following training Positive comments from school users with disabilities 	
Key people		Funding & resources	
BJO (headteacher, health and safety matters) TB (deputy headteacher, SENCo) KG (office manager with a premises and health & safety brief) MS (teacher with responsibility for equality matters) AD (governor with responsibility for equality matters) PW (governor with responsibility for health and safety matters) WT (caretaker) Resources Committee		<u>Use of following cost centres:</u> Pupil Premium, SEN, training: access to the curriculum DFC, grounds maintenance & improvements: access to the physical environment Admin supplies, communications: access to information	
Tasks		Who?	When?
Access to the curriculum			
Prior to entry to the school ensure all information is full and correct relating to pupil's individual needs (eg dietary needs, specific special needs/disability) to ensure appropriate planning and support is provided thereby promoting accessibility and inclusion		KG MS	Ongoing
Check 10.02.21 has it been done? Yes: admission and induction procedures continue to be highly effective, as corroborated by positive parental and pupil comments within questionnaires; information thoroughly gathered for more vulnerable pupils (such as those with SEN) and additional pre-admission meetings held with SENCo, involving external agencies if necessary (eg school health, pre-school settings, specialist provision); when pupils are due to transfer to high school or specialist provision be-spoke transition arrangements are put in place to support this transfer so as to make the process as seamless as possible. Staff continued to implement this approach during periods of time when it was fully closed or only partially open due to the pandemic.			
Provide training for staff on differentiating for the needs of pupils with physical or mental impairments enabling such pupils full access to an appropriate curriculum		TB	Ongoing
Check 10.02.21 has it been done? Yes: Whole staff Team Teach de-escalation of behaviour, as well as bespoke training for cohort teams; annual whole staff team asthma and epipen training; epilepsy, autistic spectrum for cohort teams; bespoke in-house training provided by school's own senior leaders (eg social and emotional interventions). During periods of time when school was fully closed or only partially open due to the pandemic, support staff undertook a range of CPD opportunities which included focusing on breaking down barriers for pupils and promoting inclusion.			

Tasks	Who?	When?
Access to the curriculum <i>cont'd</i>		
Issues around access to the curriculum for pupils with learning needs and disabilities are discussed at termly SEN reviews and other related multi agency meetings (eg TAC)	TB	Termly
<p>Check 10.02.21 has it been done? Yes and appropriate action taken eg TAC meetings, request for statutory assessment, Education & Health Care Plans, referrals to external services, in-class interventions; the implementation of an online SEN provision mapper is now fully embedded within school processes enabling the rigorous tracking of interventions informing SEN reviews and enhancing school-based SEN procedures even further; the processes now in place have superseded the termly multi agency meeting and are now much more responsive to need; the Early Help process has also become much more integral to the support mechanisms offered by the school to more vulnerable pupils and families. During periods of time when school was fully closed or only partially open due to the pandemic, SEN reviews, TAC meetings, request for statutory assessment, Education & Health Care Plan reviews, referrals to external services and interventions through the school's blended learning provision all continued to take place.</p>		
Ensure all teachers are following the SEN policy in the light of current needs	TB	Termly
<p>Check 10.02.21 has it been done? Yes, policy in place reflecting SEN C of P, annual review and approval - the policy continues to be combined with the SEN information report (previously our Local Offer) ensuring that the information provided meets all statutory requirements and is organised more comprehensively; training undertaken for teachers to ensure C of P is being followed - lesson observations continue to demonstrate it is, as do outcomes as a result of QTF and differentiated provision; the use of an online SEN provision mapper, which is now fully embedded within school practice and procedure, has enabled the rigorous tracking of interventions and further enhanced and strengthened policy implementation.</p>		
Monitoring and scrutiny (eg lesson observations, pupil interviews, learning walks, planning & books) demonstrate individual needs and barriers to learning are given appropriate consideration	TB BJO Other senior leaders	In line with the monitoring schedule
<p>Check 10.02.21 has it been done? A wide range of monitoring and scrutiny activities which were undertaken during 2020 demonstrated that the teaching strategies used and resources provided took into consideration the individual needs and barriers to learning experienced by pupils with SEND; as a result most of these pupils made measurable progress towards planned objectives. During periods of time when school was fully closed or only partially open due to the pandemic, the SENCo ensured staff provided additional and bespoke support through a variety of means for pupils with learning needs and disabilities.</p>		
Access to the physical environment		
Resources Committee of the Governing Body to meet every term to consider accessibility of the school and put in place plans to implement recommendations to improve accessibility to the school's entry and other essential areas	Resources committee KG WT	Termly
<p>Check 10.02.21 has it been done? Yes: premises matters is a standing item on termly resources committee meeting agenda and included within the headteacher's report presented at termly full governing body meetings; any matters relating to accessibility are addressed accordingly; no current accessibility issues. The quality of the school's response has increased considerably since June 2020 following the appointment of a new caretaker.</p>		
Ensure that both inside and outside areas conform to H&S guidelines and any high risk areas are risked assessed and brought up to an acceptable level	KG WT	Ongoing
<p>Check 10.02.21 has it been done? Yes: all areas of the school environment continue to conform to H&S guidelines, risk assessments are in place, any issues are addressed swiftly by Office Manager/Caretaker and the quality of the school's response has increased considerably since June 2020 following the appointment of a new caretaker; school fully compliant with any statutory checks and inspections required through the BETA programme.</p>		
Access to information		
The school makes itself aware of the services available through Manchester LA for converting written information into alternative formats, when necessary	KG MS	Ongoing
<p>Check 10.02.21 has it been done? Services via LA have not been required, school has used own staff for the purpose of translation into the written format where required.</p>		

Tasks	Who?	When?
Access to information <i>cont'd</i>		
Use interpreters to communicate essential information to parents/carers who have English as an additional language and who may also not be literate in their main language	MS	Ongoing
<p>Check 10.02.21 has it been done? Yes; this is always given full consideration; staff are regularly used to interpret in order to improve access, when required older pupils of the school have undertaken this role; occasionally when needed parents/carers have supported or outside services have been bought in.</p>		
Across all three areas		
Staff and governors informed of requirements and obligations of the Accessibility Plan	BJO	Annually
<p>Check 10.02.21 has it been done? Yes: resources committee review this plan annually, staff awareness also refreshed annually each spring term.</p>		
Receive support from Manchester LA and other services (e.g. Sensory Support Service, School Health Nurse Team, SureStart, OneEducation and Specialist Provision outreach support) on issues related to increased accessibility through differentiating the curriculum, adapting the building and the purchase of resources and support, thereby promoting inclusion	TB	Ongoing
<p>Check 10.02.21 has it been done? Yes: much greater involvement of health professionals, who have been involved in training staff to deal with more severe health needs eg epilepsy, allergies, asthma, as well supporting vulnerable families through the Early Help/child protection processes. Support from outreach services provided by specialist schools/provision (Bridgelea, Grange, teacher for the deaf, Rodney House, education case worker) due to increase in number of pupils with disabilities and/or severe and complex needs, have provided packages of bespoke training, support and guidance in order to build capacity.</p>		
Ensure that all policies and systems within the school (eg admissions, recruitment and selection) actively support equality of opportunity	BJO TB	Ongoing
<p>Check 10.02.21 has it been done? Leadership is aware of its legal responsibilities in relation to the Equality Duty and due regard is paid to equality requirements across all aspects of the school's work eg admission of pupils with disabilities, closing the gap for underperforming groups of pupils, equality of opportunity addressed within teaching, learning and assessment, fair and legal recruitment procedures; the school has a comprehensive equality policy, which complements this document and equality objectives (as required under the Equality Duty) are linked to the school's context and are set every four years, with an annual review.</p>		
Evaluation		
<ul style="list-style-type: none"> This plan will be monitored and evaluated annually by the Resources Committee Evaluation will be through the analysis of the success criteria Outcomes will be reported to the full Governing Body 		