



# **Camelot Primary School**

## **Accessibility Plan 2017-2020**

## Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies

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## **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 SEND 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 SEND 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.

Explain your school's principles and values which relate to equality and inclusion here.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **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 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.

### 3. Action plan

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

<b><i>Access to the size and layout of the school</i></b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Persons responsible</b>	<b>Time Frame</b>
<b>Short Term</b>	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	Use widget symbols to create door and room signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC, main office etc. To be designed and positioned to inform younger pupils and visual impairment at eye level where possible.	Alternative formats provided to ensure the delivery of information to all SEND pupils improves	SENCo TA	Term 3 2018
	To ensure pupils can access and move around classrooms without experiencing barriers	Ensure doorways and corridors are tidy and free from obstruction	Physical accessibility around the school increased	SENCo SLT School Business Manager (SBM) Class Teachers (CT) Cleaners Care Taker	Term 3 2018 and Ongoing
	To provide Emergency and evacuation systems that will inform ALL pupils	Use 'Emergency Visual Procedure' available in each classroom in this event	Emergency signals and procedure accessible for all SEND children as well as pupils with Anxiety	SENCo SLT	Term 2 2017

<b>Medium Term</b>	To ensure pupils can access all academic areas without experiencing barriers e.g. library, hall, outdoor sporting facilities etc.	To ensure ramps and hand rails are provided to support access into all academic areas where there are stairs and steps e.g from building to playground.	Physical accessibility around the inside and outside areas of the school increased.	SLT SBM	Term 1 2018
	To prevent the exclusion of children with sensory needs.	Consider room/ corridor acoustics, presentation of displays and noisy equipment- using Hessian on boards in corridors to absorb and minimise sound as well as to neutral backing on display boards to reduce over stimulation ensuring that display work is ordered and symmetrical.	Sensory accessibility around the school increased with pupils with these needs.	SENCo SLT SBM	Term 5 2018
	To ensure that furniture and equipment is adjusted to fit pupil's size and stature.	Providing appropriate sized chairs for pupils regardless of age group. Supporting smaller children to access tables with blocks to place between the floor and their feet.	Physical accessibility in the classrooms increased.	SBM OT Care Taker SENCo	Term 5 2018 Ongoing
<b>Long Term</b>	To ensure that school plans take account of the duty to make 'reasonable adjustments'	Current plans would be to accommodate for children with physical disabilities by being flexible with the layout of classrooms and placing them on the ground floor when necessary.	Physical accessibility in the school building increased.	SBM SENCo SLT	Term 6 2021

<b>Access to Teaching and Learning</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Persons responsible</b>	<b>Time Frame</b>
<b>Short Term</b>	To make the best use of Teaching assistants	Ensure that TA's are deployed effectively to support high need pupils to demonstrate positive impact upon progress in class and during interventions	SEND children are making progress as a result of their tailored support	SENCo SLT CT	Term 3 2018
	To respond to and support pupil diversity	Celebrating cultural events across the school, participating in the teaching and learning of PSHE and SCMSC.  Ensuring that all pupils feel valued and welcome and a sense of belonging at school.	All pupils feeling welcomed and valued.	SENCo SLT CT	Term 1 2017 Ongoing
	To provide alternative ways to give access and experience for pupils who cannot engage in particular activities. E.g. some form of exercise in PE	Ensure that alternative provision is made available such as lunch time club for pupils to practise play skills but struggle on the playground. Accessibility to complete PE/ Physiotherapy programme for a particular pupil who refuses to go swimming. Ensuring that pupils with ASD receive provision that support their sensory needs with allocated time in the sensory room.	Pupil access to a board range of experiences increased.	SENCo SLT CT TA	Term 1 2017 Ongoing  Sensory Room – Term 3 2018
	The curriculum is reviewed to ensure it meets the needs of all pupils.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for	Monitoring progress of pupils with SEND from starting point to age related expectations using BSquared for pupils on pre key stage standards as well as monitoring progress of pupils below year group expectations.  Provision to support their learning needs such as joining alternative year groups for phonics, life skills groups and Teacch Classrooms.	Children make excellent progress as a result of their high expectations.	SENDCo SLT CT	Term 1 2017 Ongoing

	pupils with additional needs.				
Medium Term	To ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils	Weekly support staff training on SEND. As part of Termly appraisal TA's will be attending training relevant to their area of aspiration and personal/professional development.	Increased access and inclusion of SEND pupils in the curriculum and as part of classroom activities.	SENDCo SBM SLT CT	Term 1 2017 Ongoing
	To provide access to computer technology appropriate for pupils with SEND	Training for support staff on using programmes such as 'Widget' to support pupils with specific SEND needs. Working with computing lead as well as specialist Computing teacher to train on programmes and daily use of technology. Opportunities for pupils to access voice record/QWERTY board to record learning tasks on the iPad.	Increased access and inclusion of SEND pupils in the curriculum and as part of classroom activities.	SENDCo SBM SLT CT Computing Lead	Term 3 2018
Long Term	To ensure that school trips are made accessible to all pupils	Working with parents to ensure that pupils who do not have an awareness of danger and are at high risk in the community are accompanied by them. Arranging additional provision to minimise risk in the community such as additional transportation to get them there safely. Future specific SEND trips for children using mini bus/ taxi and necessary adult support (2:1 if needed) to ensure they are experiencing and accessing learning outings.	All pupils with SEND are safely accessing experiences in the wider community with their peers	SENDCo SBM SLT CT	Term 6 2018

#### **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 the 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