



Camelot Primary School

Accessibility Plan 2022 onwards

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Section 1: DISABILITY AWARENESS / TRAINING	
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2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?
Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? (see guidance notes)	
3	Do all staff seek to remove all barriers to learning and participation? (see guidance notes)
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? (see guidance notes)
5	Are all children and young people encouraged to take part in music, drama and physical activities?
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? (see guidance notes)
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? (see guidance notes)
9	Do you provide access to appropriate technology for those with disabilities?
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?

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.

<i>Access to the size and layout of the school</i>	Targets	Strategies	Outcome	Persons responsible	Time Frame
Short Term	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	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	Special Educational Needs Co-ordinator (SENCo) Teaching Assistants (TA)	Across 2020 – 2021 for full implementation
	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 Senior Leaders (SLT) Office Manager & Class Teachers and Premises team	Across 2020 – 2021 for full implementation
	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	Across 2020 – 2021 for full implementation

Medium Term	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 Office Manager & Premises team	Across 2020 – 2021 for full implementation
	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 Office management team	Implementation for 2021 onwards
	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.	Office Manager & Premises team SENCo	Investment with new financial year 2021/2022
Long Term	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.	Office Manager & Premises team SENCo SLT	Into academic year 2021-2022

Access to Teaching and Learning	Targets	Strategies	Outcome	Persons responsible	Time Frame
Short Term	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 Class Teachers (CTs)	Across 2020 – 2021 for full implementation
	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	Across 2020 – 2021 for full implementation
	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 CTs TAs	Across 2020 – 2021 for full implementation
	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 pupils with additional needs.	Monitoring progress of pupils with SEND from starting point to age related expectations using Cherry Garden Branch map 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 CTs	Across 2020 – 2021 for full implementation

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	Ongoing and across 2020-2021 through staff development
	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	Ongoing and across 2020-2021 through staff development
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 Office Manager SLT CT	Ongoing at all times but also needing additional funding where available

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