



Corporation Road Community Primary School

Accessibility Plan

Policy Version Control	
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Chair of Local Advisory Board	Valerie Johnston
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Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA) and subsequently by the Equality Act 2010:

'A person has a disability 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 carry out normal day to day activities.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of the school's plan: vision and values

At Corporation Road Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Corporation Road Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building and can attend a range of after school clubs.

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in nursery or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We currently have children with the following:

- asthma
- eczema
- visual impairment
- ADHD
- ASD
- Allergies
- Talipes

Views of those consulted during the development of the plan

We consult annually with pupils, parents and staff on whole school issues. No issues were raised on our recent questionnaires about our provision for pupils with disabilities.

We meet parents formally each term to discuss the progress of children academically and socially. No issues have been raised during recent consultations.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

CORPORATION ROAD PRIMARY SCHOOL: Accessibility Plan 2018 – 20

Strand 1: Access to the curriculum

Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate.	Class teachers	July each year, in preparation for new classes	SENDCO through review of provision.	Children with disabilities are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDCO	SEN budget	Team Leaders through review of provision for SEND within their teams	Children with disabilities are well supported.
When planning the National Curriculum ensure that consideration is given to children with disabilities. Review Learning Contexts, English and maths (planning and activities).	Y4, Y5, Y6 Team, Y1, Y2, Y3 Team and EYFS Team	Sept 2018 Ongoing review from then	Self evaluation activities, such as planning and work scrutiny, lesson observations, pupil interviews, by SLT and subject leaders	Disabled learners learn effectively and make good progress in all curriculum areas.
When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum.	Subject leaders	Annually – by February half-term each year.	SLT through self-evaluation activities.	Class teachers have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.

When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account.	Visit leaders.	Ongoing	Educational visits coordinator through review of visits / experiences.	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities	SENDCO	SEN budget	HT, DH, Team leaders through PM	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.

Strand 2: Physical environment

Action	Team(s) / Individual Responsible	Timescale/ Cost	Monitoring	Outcomes
<p>Review the physical environment to ensure the needs of specific children with disabilities are met.</p> <p>Review EHCP plans and reports from professionals to check what is needed.</p> <p>Ensure all children can access a library provision in school with one being upstairs and one being downstairs</p>	SENDCO	Devolved capital buildings and maintenance budget	HT through review of provision for children with disabilities	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life.
<p>Ensure appropriate specialist furniture is available to support children with disabilities.</p> <p>Review EHCP plans and reports from professionals to check what is needed.</p>	SENDCO	SEN budget	Team Leaders through review of provision for SEND within their teams	Children with disabilities are well supported.

Strand 3: Access to written information

Action	Team(s) Responsible	Timescale	Monitoring	Outcomes
Review of marking and assessment policy. When reviewing marking and assessment policy consideration to be given to the needs of disabled learners and practice adapted accordingly.	English and Maths leads	Ongoing	SLT through review of policy and through work scrutiny	Disabled learners have a clear understanding about how well they are doing and how they can improve their work.
Review of homework policy. When reviewing homework policy consideration to be given to the needs of disabled learners and homework activities amended accordingly	Class teachers, led by Team Leaders	Ongoing	SLT through review of policy and review of homework activities	Disabled learners complete homework which is appropriate to their needs and accessible.
Information displayed around school e.g. signs, notices, displays, instructions As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them	All staff, led by Team Leaders	Ongoing	Discussion with disabled learners about displayed information by SEN leader.	Disabled learners can access information which is displayed and make effective use of it.
Visual timetables Teachers make use of visual timetables to support learners with disabilities	All staff led by Team Leaders	Ongoing	Team Leaders through review of classroom environments.	Disabled learners know and understand what they will be doing each day.
PECS Staff are confident in using PECS to communicate with some children	Teachers and TAs	Ongoing	SENDCO through review of progress of children using PECS	Staff communicate effectively with children who need to use PECS
Ensure that appropriate books are available for children with disabilities.	SENDCO English Leader	Ongoing	SLT through review of self evaluation activities	Children with disabilities have access to a range of appropriate written resources which meet their specific needs.