

A nurturing inclusive learning community that enables everyone to be their best



CALTON PRIMARY AND PRE-SCHOOL
ACCESSIBILITY PLAN

Approved by Local Advisory Board

Next renewal date: 24/25

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every year and approved by the Governing Body. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of 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 within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains 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 schools 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 and maintain 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 written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Aims are:

- To increase access to the curriculum for pupils with a disability,
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

| Aim | Current good practice | Objectives | Actions to be taken |
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| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils | Included within SEN/Inclusion/Equality policy. Within Early Help offer. Signposting to Early Help. | Review policies annually |
| Increase access to the curriculum for pupils with a disability | We use resources tailored to the needs of pupils who require support to access the curriculum | Children have appropriate plans for curriculum, health and medical needs where needed. Liaise with appropriate agencies when necessary including ATS, Ed Pysch, Occupational Therapist, nurses and paediatricians. Resources to support children with additional needs including books, sensory equipment for Hyper/Hypo vigilance, therabands for proprioceptive, pencil grips. | Seek training as and when necessary Purchase resources for specific needs as and when needed |
| Increase access to the curriculum for pupils with a disability | Curriculum resources include examples of people with disabilities | Physical disability and access to PE. Appropriate dyslexia resources to support. Trained Speech & Language therapist to support with Speech & Language difficulties. Appropriate Occupational Therapist resources to support children with sensory and dyspraxia difficulties. | |
| Increase access to the curriculum for pupils with a disability | Curriculum progress is tracked for all pupils, including those with a disability. | Pupil Progress meetings take place 6 times per year and Team Around the Child meetings | |

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| | | and/or plan reviews 3 times per year. | |
| Increase access to the curriculum for pupils with a disability | Targets are set effectively and are appropriate for pupils with additional needs. | Targets are reviewed with external agencies who attend termly meetings. | |
| Increase access to the curriculum for pupils with a disability | The curriculum is reviewed to ensure it meets the needs of all pupils. | | |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities | <p>Access to school areas including: School office, halls, playground, dining room and library are accessible through numerous entrances which are either flat or ramped.</p> <p>The school has four accessible toilets and a hygiene room (which includes a toilet and the fixtures for a shower if required) which are large enough to accommodate a wheel chair and carer and accessible through ramped or flat entrances. All these are fitted with a handrail and a pull emergency cord.</p> <p>The school provides disabled parking spaces for staff and access to the entire building from the disabled parking bay is through ramped or flat entrances with wide corridors and doorways.</p> <p>The school has internal emergency signage and escape routes are clearly marked, the assembly</p> | |

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| | | point is a suitable refuge area for wheelchair users | |
| Improve the delivery of information to pupils with a disability | <p>We will seek advice from external agencies including Local Authority if we require our building to have additional resources.</p> <p>The facility for an induction loop function is fitted in Garnet Hall should it be required.</p> <p>Different forms of communication are made available to parents/carers using a range of letters, text messages, social media and on the website.</p> | <p>When needed provide communication in different formats including large font, sign language or braille.</p> <p>The School will access the communication with support of Professionals as and when required.</p> <p>The Governors and Senior Leadership Team will work closely with the Local Authority where necessary.</p> | |