

# COALWAY COMMUNITY INFANT SCHOOL

## ACCESSIBILITY POLICY & PLAN

### **Aims**

Coalway Community Infant School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

### **The definition of disability is:**

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities'. (DDA 1995 Part 1 Para.1.1)

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

### **We recognise:**

- Our duty under the Disability Discrimination Act 1995 as amended by the Special Education Needs Disability Act 2001, and duties under the SEN Code of Practice 2014

"From September 2002 it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services<sup>1</sup>"

- that our school must not treat disabled pupils less favourably; and
- that reasonable steps should be taken to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that school governors have a duty to publish Accessibility Strategies and Plans

### **Scope of the Plan**

This plan covers all three main strands of the planning duty:

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<sup>1</sup> Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

## **1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, tablets, voice recorders, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust equipment, specialist pens, pencils, scissors and writing wedges.

The provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the Education Health Care Plan (EHCP) but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

## **2. Increase the extent to which disabled pupils can participate in the schools' curriculum.**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

At Coalway we plan to progressively improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that the school is planning and preparing to respond to the particular needs of individual pupils.

### **3. Improving the delivery of information to pupils with disabilities**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio, large print/contrasting colour formats, and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

#### **Objectives**

Coalway Community Infant School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities, e.g. lighting, acoustic environment, floor coverings, furniture, classroom organisation, layout of playground, raised planters
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly
- by using language which does not offend in all its literature and making staff and pupils aware of the importance of language
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

## **Actions to ensure equality for pupils with disabilities**

1. Undertake a disability audit– see Disability Equality Scheme
2. As a result of the audit:
  - write an action plan which includes targets, annually
  - make the policy and targets known to all teaching and ancillary staff, pupils and parents
  - monitor the success of the plan
  - review the Plan annually with staff and governors
3. The Governing Board will review annually how targets have been met (and what impact they have had on the achievements of pupils with disabilities).
4. The school will hold an annual review to monitor and further develop good practice – see Disability Equality Scheme.

## **Monitoring**

Coalway Infant School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning.

Monitoring strategies include the monitoring of:

- ❑ Admissions
- ❑ Attainment
- ❑ Attendance
- ❑ Punctuality
- ❑ Effects of pastoral strategies
- ❑ Rewards
- ❑ Sanctions
- ❑ Exclusions
- ❑ Response to teaching styles/subject
- ❑ SEN/Disability Register
- ❑ Setting/groups
- ❑ Effects of the Literacy & Numeracy curriculums; curriculum provision
- ❑ Homework
- ❑ Selection & recruitment of staff
- ❑ Governing board representation
- ❑ Parents attending consultation meetings
- ❑ Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

## **Other related school policies**

Related policies ref. accessibility strategies and plans include:

- Curriculum Policies
- Equality Policy
- SEND policy
- School SEND Offer
- Behaviour Policy
- Admissions policy/criteria
- Local Authority guidelines for school visits and excursions

## **Review**

This policy statement will be reviewed annually.

**Last reviewed**      **November 2020**

**Next review**        **November 2021** (in conjunction with DES plan review)

## ACCESSIBILITY ACTION PLAN 2020-21

<b>Priority</b>	<b>Action Required</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Responsible Person(s)</b>
Monitor feedback from pupils, carers, staff and users	Sampling Questionnaire Annual review Parent's evening feedback My Plan evidence	Information collected and evaluated. Parents evening teacher feedback. Individual feedback.	Ongoing feedback and sampling Annual parent questionnaire July each year My Plan/EHCP review feedback 2/3x/yr	SENDCO, Accessibility annual review group
Disability awareness and specific training to be ongoing for staff	HT/SENCO to monitor and evaluate training needs and arrange specific training/professional support relevant to individual needs.	Training needs monitored Training ongoing Staff confident in dealing with pupils with disabilities	Ongoing  Plan for training prior to admission (YR) of pupils with specific difficulties	HT/SENCO  LA Advisory Teaching Service/relevant professionals
Ensure teaching and learning is accessible to disabled pupils through school and classroom organisation and support	Deployment of staff Provision mapping Timetabling Curriculum options Staff training Make reasonable adjustments in T & L for individuals	Good provision for disabled pupils. Disabled pupils achieving well. Adjustments made	Ongoing monitoring and review  Planning prior to beginning of each academic year according to SEN register make-up	HT, SENCO, Governing Board, All staff
Make reasonable adjustments for break times, clubs and educational visits	Make adjustments for individuals, Timetabling of support	Adjustments made	Ongoing	Head Teacher /SENDCO, all staff
Make information provided by the school available to disabled pupils/parents in alternative formats as necessary/requested	Make information available in different formats e.g. Braille, large print, oral information, through signing, ICT	Disabled pupils/parents receiving information in their preferred formats and able to access information	Ongoing-dependent on pupil/parent needs	HT, SENCO, relevant professionals
Provision to be made within classrooms for specialised fittings/furniture as required by individuals	SENCO and staff to assess needs and requirements of pupils and staff and provide specialist equipment as required, e.g. seating, furniture, ICT- enlarged screens/keyboards	Pupils have access to appropriate specialist equipment. Pupils accessing curriculum.	Ongoing monitoring. Reviewed as part of SEN reviews	HT, SENCO, all staff, relevant specialist professionals, Governing Board
SEND and Disability register	To be completed by	Register in place, updated	Register updated in line	SENDCO Administrator

maintained	SENDCO & Administrator	in line with review outcomes	with Census and SEN reviews Annual review, ongoing updates	
To provide relevant support for parents with disability needs	Staff to provide initial support, HT, SENCO/FSW to support and signpost to relevant agencies	Improved parental confidence and capacity. Support mechanisms established	Ongoing 3x/yr review between FSW, SENCO and HT	Head Teacher SENDCO Family Support Worker (FSW) Staff
To provide suitable home learning provision for all children on the SEND register in the case of school closure due to the pandemic	SENCO and specific key staff to support parents understanding of the specific needs and targets. Regular communication with parents of SEND children using virtual platforms during the pandemic.	Parents will feel confident in supporting their child at home. Pupils and Parents will have access to resources appropriate to needs and targets. Pupils are able to continue to work towards ongoing SEND targets.	Ongoing as part of the schools remote learning reviews.	SENCO, Head Teacher, All teaching and support staff, FSW, Governing Board.

