



## **Accessibility Plan**

**Autumn 2021**

**Review Date: Autumn 2024**

Here at Cantrell Primary School we want to provide a safe caring environment for our children, where they feel safe, nurtured and happy.

In order to achieve this, we have in place a group of policies that complement each other to safeguard, protect and promote the welfare of our children.

These policies are:

Safeguarding Policy

Attendance Policy

Behaviour Policy

Anti-bullying Policy

SEND Policy

Whistle Blowing Policy

Procedure for handling concerns and complaints

Equality policy

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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 disabled 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 disabled pupils.

‘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. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be longterm; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010).

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership (protection against direct discrimination only)
- Pregnancy and Maternity
- Race
- Religion or (non-belief)
- Sex
- Sexual Orientation

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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## **2. Purpose of the Plan**

The purpose of this plan is to show how Cantrell Primary School intends to increase accessibility of our school to disabled pupils. We aim to work closely with disabled pupils, their families and any relevant external agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage and allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled pupils.

At Cantrell Primary School 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 educational, physical, sensory, social, spiritual, emotional or 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 school.

Our accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipates the need to make reasonable adjustments to accommodate their needs where practical. The plan also sets out 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 prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum;
- 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events.

## **3. School Ethos**

Our guiding principle is to aspire to be a fully inclusive school.

- To encourage children to believe they can achieve anything and have the confidence to make mistakes;
- To have respect for everyone and everything;
- To make everyone feel valued.

At Cantrell Primary School, our educational philosophy is one that focusses on achieving the best possible outcomes for all children so that:

- Learners are safe, happy, confident, secure and able to engage with the wider community. They develop strong characteristics for learning such as resilience, responsibility, reflectiveness and are well prepared to live life in Modern Britain;
- All pupils at Cantrell Primary School are well-prepared to become life-long learners and are able to achieve the highest possible social, emotional, physical and academic standards;
- Learning is enjoyable, integrated and stimulating: education is delivered in a way that develops and challenges children and excites their imagination. In this way children enjoy not just learning different things, but learning in many ways; outdoors, through play, in small groups, through art, music and sport, from each other and from adults other than teachers.

At Cantrell Primary School we strive:

- To achieve the best possible outcomes for each child regardless of individual starting points and ensure that children feel a sense of achievement in all that they do;
- To deliver an interesting, broad, creative and challenging curriculum;
- To empower children to become independent, resilient learners and thinkers;
- To develop enquiring minds, enterprising skills and embrace life-long learning, inspiring all to hold a natural curiosity and love of learning;
- To encourage pupils to develop self-discipline and high standards of work and behaviour. This includes encouraging pupils to act responsibly, display initiative, be considerate and respect themselves and others;
- To celebrate social and cultural diversity so that everyone feels valued and respected;
- To help children develop a knowledge and understanding of issues affecting their health and wellbeing so that they can make informed choices for their future;
- To enable pupils to become responsible and environmentally aware global citizens, and value and celebrate their contributions to society;
- To harness and encourage the safe use of new technologies to enhance and extend learning.

In order to achieve this, we provide:

- A happy, nurturing environment where all children can fulfill their potential and make a valuable contribution to society;
- High quality and exciting teaching;
- A wide range of enrichment activities to enhance our curriculum;
- Effective pastoral support to promote pupils spiritual, cultural, social and moral development;

- Positive and effective partnership between pupils, staff, parents, governors and other agencies and the wider community;
- Committed, forward thinking and energetic staff who work hard to ensure ours is an effective school where all children receive the best education possible;
- Involvement in local networks which enable us to share expertise and resources to develop and further strengthen our school.

A copy of this plan will be made available online on the school website; paper copies are available upon request.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work closely with the Local Authority to ensure that we can fulfill our obligations in this regard.

If there are any concerns relating to accessibility in school, these should be addressed with either Jacquie Ellis, SENCo or Debbie Weaver, Headteacher. The complaints procedure is then to be followed if a satisfactory outcome is not achieved.

#### **4. 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.

#### **5. Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be presented for approval every 3 years to the governing body through the Curriculum, Pupils and Personal sub-committee. Upon approval it will then be reported to the full Governing Body.

## **6. 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 and/or Disabilities (SEND) policy

## 7. Action plan

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

| Aims   | Current good practice   | Objectives   | Actions to be taken   | Person responsible   | Date to complete actions by   | Success criteria   |
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| <p><b>Increase access to the curriculum for pupils with a disability</b></p> | <p>Our school offers a broad and balanced, differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> | <p>To enable all pupils, regardless of age, ability and/or disability to access a broad and balanced curriculum in which they are able to make academic progress.</p> <p>To ensure all pupils are making academic progress regardless of age, ability and/or disability.</p> | <p>Monitor planning, differentiation and resources through termly learning walks and book looks</p> <p>Class teachers to input progress data onto SIMS in Dec, Feb and July<br/>Intervention progress includes: SALT, Toe by Toe, Phonics interventions, Dynamo Maths</p> | <p>Debbie Weaver (HT)<br/>Jacquie Ellis (SENCo)<br/>Mark Houlgate (UKS2)<br/>Jacquie Ellis (LKS2)<br/>Sarah DeBarr (KS1)<br/>Debbie McQueen/Julie Snowdon (EYFS)</p> <p>Class Teachers</p> | <p>Ongoing</p> <p>Dec 2021<br/>Feb 2022<br/>July 2022<br/>Intervention progress to be discussed at Pupil Progress Reviews</p> | <p>SLT monitoring cycle evidences a broad and balanced curriculum for all pupils</p> <p>All children are making progress</p> |



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|  | <p>Termly Pupil Progress meetings are held to discuss pupil attainment and progress</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>B-Squared is used for children working at Pre-Key Stage levels in years 1 – 6.</p> | <p>To ensure class teachers have a clear understanding of the pupil's they teach and have the opportunity to discuss their progress with SLT and make subsequent adjustments to planning, provision and teaching.</p> <p>To ensure all pupils can access their curriculum regardless of age, ability and/or disability.</p> <p>To ensure all pupils can access their curriculum regardless of age, ability and/or disability.</p> <p>To enable all children to make progress regardless of age, ability and/or disability.</p> | <p>Class teachers to prepare relevant evidence/points for discussion</p> <p>Targets to be set by class teachers when planning following AFL and reviewed termly according to IPM targets</p> <p>Class teachers to review whether all children can access the curriculum when planning</p> <p>B-Squared to be used for planning reading, writing and maths for any child working at PKS</p> | <p>Class teachers/TA's<br/>Debbie Weaver<br/>Jacquie Ells<br/>Mark Houlgate</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> | <p>Autumn/Spring and Summer terms</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>SLT are confident that class teachers have a clear understanding of the needs of their pupils and plan work/interventions accordingly</p> <p>Children with an IEP are making progress against targets set</p> <p>All children can access their curriculum and make progress</p> <p>Children working below Year 1 level are working towards focused learning objectives and making progress</p> |
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|  | <p>Signs and Symbols are used throughout school where needed and all classrooms use a Visual Timetable.</p> <p>Dyslexia screening takes place for any child in Y3 – Y6 who is identified as having literacy difficulties.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to</p> | <p>To ensure communication is effective between all adults and children regardless of age, ability and disability and children feel calm and ready to learn.</p> <p>To identify a barrier to learning and strategies which can be used to overcome this.</p> <p>To support our inclusive ethos and help challenge stereotypes.</p> <p>To ensure all children can access school activities and off-site visits that are fully</p> | <p>Signs and Symbols used to communicate with children if appropriate and visual timetables to be displayed in all classrooms (at age and stage appropriate levels).</p> <p>Children who are identified by their class teacher to be added to the Dyslexia screening register. Emma Bell to carry out screening during timetables release time.</p> <p>Class teachers to ensure teaching resources include people with disabilities.</p> <p>Class teachers to include all children in all school activities</p> | <p>Class teachers</p> <p>Class teachers<br/>Emma Bell –<br/>Lead TA</p> <p>Class teachers</p> <p>Class teachers<br/>Sarah<br/>DeBarr/Matt</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>All children and adults in school are calm and ready to learn at all times</p> <p>Children with a literacy difficulty may be identified as having dyslexic tendencies</p> <p>There are resources around school which include examples of people with disabilities</p> <p>Off-site visits are attended by all children, where possible</p> |
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|  | <p>learning and participation. Actions prior to these include: risk assessments, provision of additional support and/or resources and meetings with parents where appropriate.</p> <p>The school makes full use of LA support services, health professionals and the community.</p> <p>The school SENCo attends NST SENCo networks to keep abreast of new ideas/sharing of good practice</p> | <p>inclusive for all ages, abilities and/or disabilities.</p> <p>To ensure we are continuing to provide a fully inclusive education in an environment where information is readily shared between agencies to help break down potential barriers to learning and ensure provision is the best it can be.</p> <p>To share good practice with other SENCo's and ensure we are continuing to provide a fully inclusive education</p> | <p>and off-site visits and if isn't possible discuss this with SLT, parents and the child. Class teachers to assess accessibility by carrying out prior risk assessments. PE coordinator/club leaders to monitor school clubs to ensure they are accessible and attended by children of all ages/abilities and/or disabilities.</p> <p>SENCo to contact the relevant support service as and when needed.</p> <p>SENCo to attend network meetings</p> | <p>Ward - PE coordinator</p> <p>Jacquie Ellis - SENCo</p> <p>Jacquie Ellis – SENCo</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Pre and after school clubs include children of all ages/abilities and/or disabilities</p> <p>Support services and outside agencies are in regular contact with school staff and provision is the best it can be</p> <p>Jacquie Ellis has a network of SENCo's from across the city to liaise with if needed</p> |
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|  | Ongoing CPD for all staff through staff meetings and INSET.  | <p>that is the best it can be.</p> <p>To ensure that staff remain up-to-date on all latest pedagogy and are equipped with the relevant skills and knowledge to be able to provide a fully inclusive education for children of all ages, abilities and/or disabilities.</p>  | <p>Keep a yearly overview of staff meetings to ensure training covers a range of areas.</p> <p>Staff to complete CPD reflection forms following any training undertaken</p> | <p>SLT – Yearly overview of staff meetings</p> <p>Kevin Pegram – DHT to collate all staff CPD forms</p> | Ongoing | <p>Jacquie Ellis is up-to-date with policies and procedures in Nottingham City</p> <p>Staff feel up-to-date and confident with SEND provision and transfer knowledge and skills to the classroom</p>           |
| <b>Improve and maintain access to the physical environment</b> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>Open flat access to the reception area.</p> <p>Open flat access to the EYFS building</p> <p>KS1, Y3/4 and Y5/6 is accessible through corridor entrances</p> <p>All playgrounds are accessible from the corridor entrances for each phase.</p> | <p>To ensure that the school building and outdoor areas are safe and can be accessed by all, regardless of age, ability and/or disability.</p> <p>To ensure that the school building and outdoor areas can be accessed by anyone using a wheelchair or with a pushchair.</p> <p>To ensure that children and adults of all ages can take part in everything that our</p> | <p>Identify access areas to wheelchair and pushchair users</p>  | <p>All school staff</p>   | Ongoing | <p>The school building grounds are accessed by children and adults of all ages, abilities and disabilities</p> <p>Anyone using a wheelchair or with a pushchair can access the school building and grounds</p> |

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|   | <p>Corridors are wide enough for all pupils and adults in school.</p> <p>Disabled toilet and changing facilities available.</p> <p>Handrails fitted on both sets of stairs.</p>   | <p>school can offer regardless of age, ability and/or disability.</p> <p>To ensure that all children and adults have full access to the school building</p> <p>To give all children/adults access to toilet facilities</p> <p>To ensure steps are accessible to children and adults who have mobility difficulties</p> | <p>All corridors to be kept tidy and clutter free</p> <p>Ensure disabled toilet is clean, tidy and always available</p> <p>Ensure all handrails are safe and sturdy</p> | <p>All school staff</p> <p>All school staff</p> <p>Kareem Duggins</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Children or adults using a wheelchair or with any other medical equipment move through corridors in school</p> <p>All children, staff and visitors have access to toilet facilities</p> <p>Children and adults who have mobility issues are able to access all parts of the school site</p> |
| <p><b>Improve the delivery of information to pupils with a disability</b></p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Individual support from outside agencies when needed including the Hearing Impairment, Visual Impairment and Sensory Teams.</li> </ul> | <p>To ensure that information can be accessed by all children and adults regardless of age, ability and/or disability.</p>   | <p>Make sure signs around school are clear</p>  | <p>Kareem Duggins</p>   | <p>Ongoing</p>                               | <p>Information is accessed by all children and adults in school and all children and adults are able to communicate effectively</p>  |

