

Accessibility Plan 2018-2021

Purpose of the Plan

The purpose of this plan is to show how Cantrell Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Cantrell Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in

the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

All of the school building, playgrounds and playing fields are accessible for a child in a wheelchair. Four disabled toilets are available and a lift is available in the Foundation unit to make the Reception classes accessible for all.

The Current Range of Disabilities

The school has children with a range of disabilities. All information on pupils needs is recorded on SIMs data base and available to staff. For children who have asthma, all staff are aware of these children. Inhalers are kept in the classrooms and a central record kept in the First Aid room. The school also has access to a 'school' inhaler for emergency use.

The kitchen staff are made aware of children who have allergies or food intolerances/cultural food choices. These children have their photographs displayed to make them easily identifiable.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medication is kept in a central safe and secure place, which has easy access for First Aiders and staff members. Administration of Medicines consent forms are completed by parents outlining the illness, amount and time of medication. All medication that is given is recorded.

All staff have a Basic First Aid certificate and two staff are trained to a higher Paediatric level.

Accessibility Plan – 2018-2021

Cantrell Primary School

Date written: December 2018

Date Reviewed: April 2019/January 2020/January 2021

Area	Targets	Strategy	Lead person	Time scale	Progress against targets at review date
Increasing pupil participation in the school curriculum	Increase confidence of all staff to support all children to access the curriculum and make progress.	Be aware of staff training needs on curriculum access. Assign CPD for Precision Teaching, PDA and supporting pupils with challenging behaviour.	Jacquie Ellis Emma Bell Dr Gail Holliman Victoria McIndoe	Summer 2020	
	Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs. Staff access appropriate CPD (information gathered through staff audits of skills and TA performance management reviews).	Jacquie Ellis Emma Bell	Ongoing 2018-21	
	All educational and residential visits to be accessible to all.	Staff to ensure each venue is vetted for appropriateness. Advance visits completed. EVOLVE Forms and appropriate Risk Assessments completed. Advice sort to meet specific needs.	All staff Jacquie Ellis Ralph Surman	Ongoing 2018-21	
	To ensure that Makaton is used throughout school to support learning.	All staff trained to at least Foundation Makaton level (register of training kept). Makaton Friendly School Award achieved. Evidence of Makaton use observed during teaching.	Jacquie Ellis Jill Weedop	Summer 2019 (Makaton Friendly Award achieved) Ongoing training schedule 2018-21	
	To ensure accessibility of IT equipment and use of IT to support learning.	To ensure alternative/appropriate equipment is available. Liaise with IT Support, EP service and IES Team	Jacquie Ellis Paul Billam Jill Weedop All staff	As required	

Improving the delivery of information	To ensure that parents, with a disability, are not placed at a disadvantage and reasonable adjustments are made in order for them to access all areas of school life.	When required, signing interpreters are provided to ensure information is shared with deaf parents at parents evening and information evenings. When required, phone consultations are offered by staff, for parents unable to access school due to a disability. All general school information should be accessible via the school website.	Jacquie Ellis Debbie Weaver Admin Staff Ralph Surman All staff	As required	
	To ensure that all parents and other members of the school community can access all information.	Written information will be provided in alternative formats as necessary.	Admin Staff	As required	
Improving the physical environment	To continue to develop the outdoor spaces, e.g. play equipment, gardens and outdoor learning spaces.	To continue to secure funding for work. To explore a range of different resources and equipment.	Debbie Weaver Jill Weedop	Ongoing 2018-21	
	To improve signage for all.	To continue the use of Makaton Symbols around the school.	Jacquie Ellis	Summer 2019	