

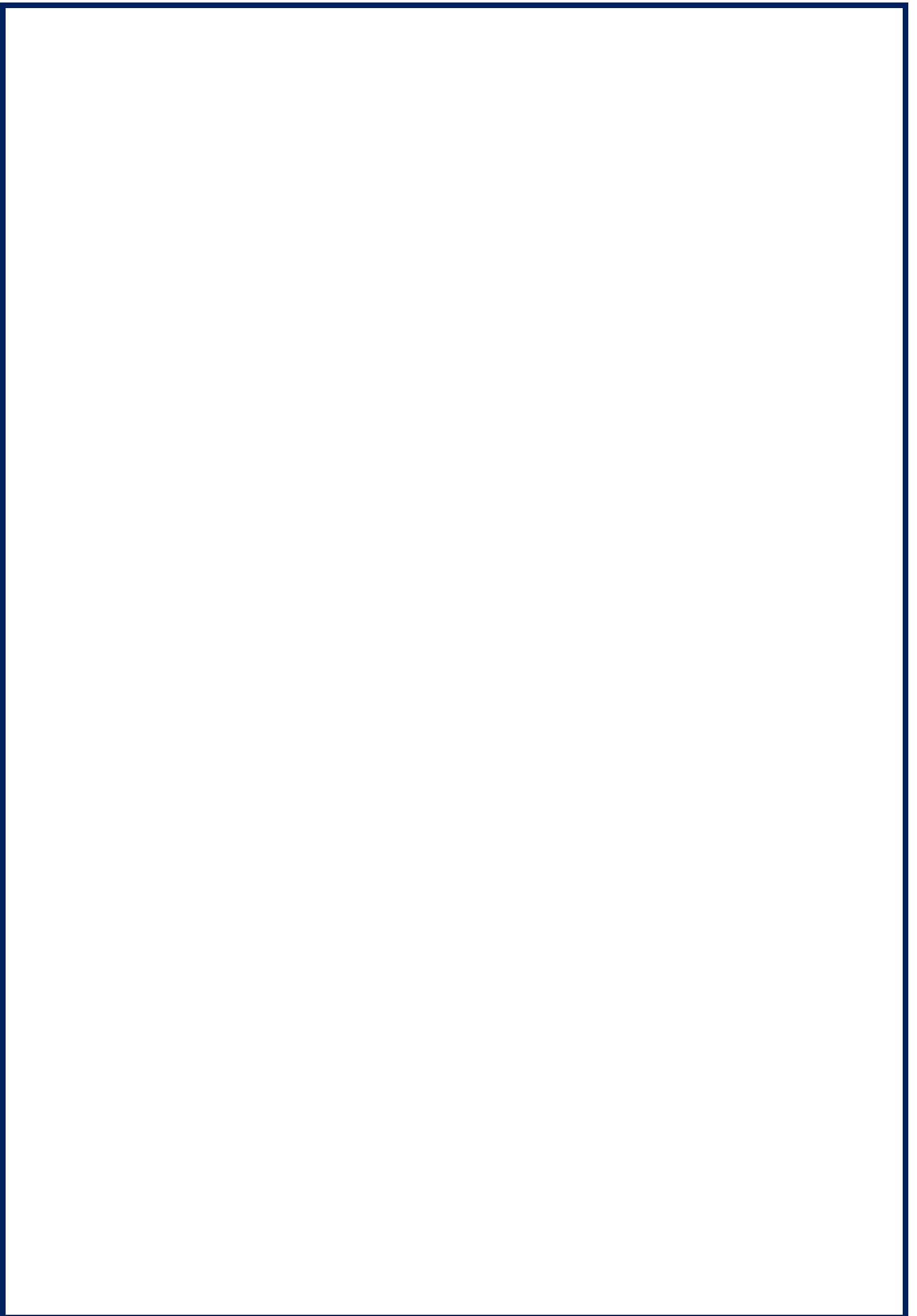
Inspire Education Community Trust



Inspire Education Community Trust
Learning together and inspiring success

Accessibility Plan

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Statutory	Yes



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Aims of the Accessibility Plan

This plan outlines how **City Road Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

[New] The accessibility audit

- 1.1. The Trust will undertake an **annual** Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

City Road Primary School

Definition:

A special educational need is any factor which hinders the child's learning progress. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) Children must not be regarded as having a learning disability solely because the language or form of language of their home is different from the language in which they will be taught.

See section 312, Education Act 1996

Vision Statement:

At City Road Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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:

- (a) He or she has a physical or mental impairment, and
- (b) 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 must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At City Road Primary School the Plan will form part the School Improvement Plan and will be monitored by the executive headteacher and head of school, and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

- 1) The City Road Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) 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.
- 3) City Road Primary School is 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 regarding disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The City Road Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 **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 time frame;
 - 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; the information should be made available in various preferred formats within a reasonable time frame.
- 5) The City Road Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Evacuation Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Information on Website
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Planning duty 1: Curriculum

Objectives	What	Who	When	Outcome	Review
<p>Teachers and support staff have necessary training to teach and support pupils.</p>	<p>-Training provided by the SENDCo in INSET and through regular staff meetings. -SENDCo to attend termly LA SEN network meetings. SENCo to organise appropriate training when children with specific disabilities attend the school -Intervention training such as Colourful Semantics, Precision Teaching, Makaton -Outside agencies and professionals to support children with specific disabilities attending the school</p>	<p>Headteacher SENDCo External services</p>	<p>Ongoing</p>	<p>Management and teaching staff are aware of the accessibility gaps in the curriculum. Staff trained and supported. Governors aware of the needs of our disabled pupils (Governor Reports)</p>	<p>Annually</p>
<p>To ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.</p>	<p>-Curriculum is tailored to meet the needs of all children. -Consider ways in which pupils can communicate their ideas – alternative methods as that of drawing, I-Pads, practical activities, provocations, sensory cuing and visual aids.</p>	<p>All Staff Subject leaders Advisors for sensory impairments</p>	<p>Ongoing</p>	<p>Children to have an inclusive education and make individual progress. Children will access the</p>	<p>Annually</p>

	<ul style="list-style-type: none"> -Adapted/ differentiated planning for Topic sessions. -Paired Buddies for integration. -Busy Boxes. -Sensory breaks. - To continue to provision map to meet individual needs within each cohort. - Liaise with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour). -Using ability groups to target additional needs, with skilled TAs to support learning. - Children with complex needs are taught in a smaller teaching group 	SENDCo		curriculum confidently	
To improve access for children and young people with Communication and Interaction needs	<ul style="list-style-type: none"> - Communication and Autism Team Inset. - Training for newly qualified staff/ new staff - CAT team supporting with pupils/observations. - Develop use of Makaton Training across school. - Use of Visual timetables and Now and Next Boards and information supported by signs/symbols for targeted pupils. - Identify children who may need an EHCP. 	<p>Class teachers</p> <p>SENDCo</p> <p>External agencies -CAT team to conduct sensory audit</p>	Ongoing	Ensure the children's individual needs are being met.	Annually
To improve access for children and young people with Cognition and Learning needs	<ul style="list-style-type: none"> -Follow 'Dyslexia Pathway' to support identification & intervention for children with dyslexic tendencies. -SENCO planning with year groups. - PSS support. -Busy Boxes. -Sensory breaks. 	<p>SENDCo</p> <p>Class teachers</p> <p>Pupil Support Services</p>	Ongoing	Removal of barriers to learning for children with cognition needs.	

	- Curriculum tailored to meet the children's needs.				
To improve access for children and young people with Social, Emotional, Mental Health needs	<ul style="list-style-type: none"> -To continue to provide sessions with the Learning Mentor. -Adapt the curriculum to create opportunities for children to themselves during PSHE, Collective Worship and RE. -Signs of Safety and Well-Being conducted. Training for staff so that they can support pupils with emotional needs. - Staff trained every 3 years in TEAM Teach -To use appropriate assessments e.g. Boxall assessment. - EP advice and support. -Continue to implement the reward system. 	<p>SLT</p> <p>SENDCo</p> <p>Pastoral worker</p> <p>Educational Psychologist</p>	Ongoing	Early intervention put in place to increase the accessibility for pupils with emotional needs. Provide opportunities for children to express themselves.	Annually
To improve access to education through ICT.	<ul style="list-style-type: none"> - Continue to Symwriter/Widgit online. - Use of learning pads/iPad/computers to promote learning. - Touch-screen computers. - Easy-to-use keyboards. - Interactive whiteboards. 	<p>SENDCo</p> <p>SLT</p>	Ongoing	Children to be able to access learning at their level and communicate effectively through the use of symbols/ pictures.	Annually
To ensure all children feel involved at playtimes	<ul style="list-style-type: none"> -Learning Support Assistant and Learning Mentor with specific responsibilities for games to encourage children to become involved in playing games/social and emotional activities. -Playground rules devised in conjunction with School Council 	<p>All staff</p> <p>SLT</p> <p>SENDCo</p>	Ongoing	All pupils are involved at playtimes	

	<ul style="list-style-type: none"> -Set playtimes for the Complex Needs with the Sports Mentor -Children to use the reflection zones in the playground to help them regulate their emotions. 				
Ensure that breakfast, lunchtime and after-school clubs are accessed by all pupils.	<ul style="list-style-type: none"> -Work with parents. -Make sure the children are part of a fair selective and applying process. -Half-termly club registers monitored. -Equipment ordered, if needed, to meet the needs of the children. 	<p>Class teachers</p> <p>Club leaders</p> <p>SENDCo</p>	Ongoing Clubs will be up and running when appropriate	To provide equal opportunities, accessibility and inclusion in all aspects of children's school life.	
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> -Thorough planning. -Advance Pre-visits. -Risk Assessments to be planned well in advance with clear expectations and requirements for children with SEND. -Extra staff to provide 1:1/group supervision. 	<p>Trip leader</p> <p>Educational Visits Leader</p> <p>Head Teacher</p>	Ongoing	Planning of school trips considers pupils with SEND so that they have the same opportunities as their peers.	Annually

Planning duty 2: Physical environment

Objectives	What	Who	When	Outcome	Review
Improve access for pupils who may have trouble moving around the school.	<ul style="list-style-type: none"> -Ensure care plans are in place to support all pupils with mobility difficulties -Personal Emergency Evacuation Plans -Risk Assessments 	SLT Medical officer School nurse	Annually	School is aware of accessibility barriers to its physical environment and will address them as and when the needs arising.	Ongoing
Classrooms are optimally organised to promote the participation and independence of all children.	<ul style="list-style-type: none"> -Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. -Classroom sensory audit. - Staff to access the OT advice line and website for further advice. -Individual workstations 	Class teachers SENDCo External agencies -CAT team to conduct sensory audit	Ongoing	Furniture to be rearranged so that children are able to access their environment in the best way they can to ensure learning can take place.	Ongoing
Learning environment of pupils with visual impairments to be fully accessible.	<ul style="list-style-type: none"> Incorporation of appropriate colour schemes Child to be seated in an appropriate place. 	Class teachers SENDCo	Ongoing	Learning environment and resources e.g.-coloured overlays to support with reading accessible to pupils with visual impairments as and when needed.	Annually

<p>Learning environment of pupils with hearing impairments to be fully accessible.</p>	<p>Child to be seated in an appropriate place. Be mindful of noisy equipment in the classroom which may make it difficult for child to listen e.g. computers, fans, printers, cd players. Management plan in place. Staff trained on how cochlear implants work/change batteries etc.</p>	<p>All staff Teacher of Deaf</p>	<p>Ongoing</p>	<p>Learning environment and resources accessible to pupils with visual impairments as and when needed.</p>	<p>Annually</p>
<p>Taps to be accessible to all pupils whom may have physical disabilities.</p>	<p>Lever taps to be installed in EYFS and KS1 toilets. (completed)</p>	<p>Site manager</p>	<p>31st March 2021</p>	<p>Access to washing facilities is increased</p>	<p>Annually</p>
<p>Children with physical disabilities unable to access Year 5 and 6 classroom.</p>	<p>Classroom re- arranged to move downstairs.</p>	<p>SLT</p>	<p>Reviewed as and when necessary</p>	<p>School buildings are fully accessible</p>	<p>Annually</p>
<p>Changing facilities for pupils who may have a disability or need personal care.</p>	<p>Shower room and changing bed which can be moved up and down electronically to be put in the EYFS toilets. (completed)</p>	<p>SLT</p>	<p>Summer 2022</p>	<p>Access to washing facilities is increased</p>	<p>Annually</p>

Planning duty 3: Information

Objective	What	Who	When	Outcome	Review
<p>To ensure staff are trained to support pupils with medical conditions.</p>	<p>Update staff training annually in Epi-pen Asthma Epilepsy Diabetes and as required in other specific conditions.</p> <p>Update Medical Conditions policy annually and ensure annual parents return is gathered.</p> <p>Child friendly medical Policy</p>	<p>SLT</p> <p>School Nurse</p> <p>Medical Officer</p>	<p>Ongoing</p>	<p>Staff are aware of procedures and know how to act in an emergency situation.</p>	<p>Ongoing</p>
<p>Ensure written information is accessible to all parents</p>	<ul style="list-style-type: none"> -Parents section on website with access to policies and class activities. -Text messaging to parents. -Audit of the languages spoken by children in school. -Information relayed in various languages via a messaging service. -Hard copies of the accessibility plan are readily available from the school office -Design and layout will be simple and clear -Large font will be available 	<p>Headteacher</p> <p>Schools seeks advice from external advisors</p> <p>ICT providers</p>	<p>Ongoing</p>	<p>Website is fully accessible School is aware of local services for converting written information into alternative formats</p>	<p>Summer 2020</p>

	-The style will be jargon free as possible				
Ensure school website is accessible to children with SEND.	Audit of website	ICT manager SLT	Spring 2023 Ongoing	Website is fully accessible	Annually