



Commonswood Primary & Nursery School
Accessibility Plan 2019 ~ 2022

Approved by Governors: Spring 2019

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1. Vision Statement:

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 Commonswood Primary & Nursery School the plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At Commonswood Primary & Nursery 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.

The Commonswood Primary & Nursery 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. Other, outside agencies and specialists have also been consulted. 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 Accessibility Plan is structured to complement and support the school’s Single 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.

Commonswood Primary & Nursery 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Commonswood Primary & Nursery

School 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; (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 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, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Commonswood Primary & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Single Plan
- Single Equality Scheme
- Positive Behaviour and Anti-bullying Policy, Governing Body Written Statement of our Behaviour Principles
- Access to Education for children and young people unable to attend school for medical reasons
- Emergency Response Plan
- Health & Safety Policy
- Special Educational Needs Policy
- Safeguarding Policies
- SEND Code of Practice

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 in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

The Accessibility Plan is published on the school website. It is monitored through the Operations Committee. The school works in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims:

Our Aims are:

To Increase access to the curriculum for pupils with a disability,

To Improve and maintain access to the physical environment

We gather information about disability & health in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual disability equality survey.

3. Access

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which have wide door access to all rooms. The halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. External steps have hand rails. The main entrance features a sloped entrance with a secure lobby. There are disabled toilet facilities available in Key Stage one. This is fitted with a handrail and a pull emergency cord. Four classrooms in KS2 are only accessible via stairs. In the event of a disabled pupil or member of staff, classrooms are reorganised to ensure the relevant classroom is located on the ground floor. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

4. Management and Monitoring

The Governing Body approves the action plan. The SENCo consults with appropriate external agencies when new situations regarding pupils with disabilities are experienced. The Governors, Senior Leadership Team and teachers work closely with the Local Authority and Health and Educational Professionals. The senior leadership team manage and monitor the action plan. The headteacher reports updates to the Governing Body at least annually.

5. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To provide full access to the school curriculum.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with setting providers to ensure successful transitions for children	Identify pupils who may need additional support during the transition process	Each September and Ongoing for in year admissions	HT EYFS teacher INCO	Procedures in place. Home visits engage parents and children Successful transitions for children Pupils' needs are met
September 2020 review	<p>Unique Child Transition Level of Need assessment data</p> <p>The Unique Child Transition Level of Need provides individual children's information which was submitted to schools from Early years settings (PVI – preschools, day nurseries, nursery schools, childminders) and nursery classes. The school has collated each individual child's information received from all previous settings for children transitioning to both nursery class and reception classes. Cohort analysis has informed targeted support from school and the Family Support Worker.</p> <p>Transition arrangements have differed due to Covid 19. Online meetings have taken place with parents with class teachers and the Phase Team Leaders. New starter's parent/carer's meetings have been provided through recorded video presentations. Transition arrangements with a gradual transition into school is planned for September 2020.</p>			
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010 Comply with the Code of Practice	Ongoing	HT, SLT, All subject leaders, INCO	All policies clearly reflect inclusive practice and procedure Pupils' needs are met
September 2020 review	<p>Policy reviewed since September 2019: Child protection, Aims and Values, Appraisal, Attendance, Capability procedure, Children looked after, Dealing with abusive parents/visitors, complaints procedure, disciplinary policy and procedure, Health & Safety, Home/school continence agreement, Online safety, pay policy, Pupil Premium policy, Publications scheme, Behaviour policy, Purchasing policy, Restrictive physical intervention policy, safer recruitment, Special Educational Needs policy, Single Equality scheme, Whistleblowing policy, Fund account, Access to Education for Young people unable to attend for medical reasons, Computing, Debt recovery, Disposal policy, English, Governor visits, Homework, leave of absence, Personal, Social Health Education, Science. All reviewed policies reflect the SEN Code of practice.</p>			
To establish close liaison with parents	Ensure collaboration and sharing between school and families.	Ongoing	HT, SLT, All Teachers, INCO	Clear collaborative working approach Pupils' needs are met
September 2020 review	<p>Family workshops have included mathematics, phonics, early reading. Parent forum/consultation on Relationships & Sex education. Further planned forums were interrupted by Covid-19 lockdown.</p> <p>Transition meetings have taken place (online) for children with additional needs with parents, current teacher, next teacher and SENCo. Annual reports to parents have reflected the impact of Covid 19 on curriculum coverage.</p> <p>Parents receive weekly guidance from teachers on reading development. Teachers phoned home for those pupils not attending school during lockdown.</p>			
To establish close liaison	Ensure collaboration between all key personnel	Ongoing	HT, Inco, SLT, All	Clear collaborative

with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy, mobility issues etc	Individualised Risk Assessments		teachers, Outside agencies	working approach Pupils' needs are met
September 2020 review	Individual plans & risk assessments in place – including health care plans, asthma, epilepsy – mobility plans in place as required School nurse profile of pupils routinely reviewed. Agency advice and support in place for individuals.			
To ensure full access to the curriculum for all children	Visitors, visits; Employment of specialist advisory teachers; CPD for staff Differentiated/individualised Support staff including specialist trained staff Range of kinaesthetic and interactive equipment including IT Specialist equipment eg occupational therapy equipment Use of a variety of groupings and learning styles Appropriate learning environments Elklan trained support staff Use of positive images of disability within the school	Ongoing	HT, SLT, All Teachers Inco EP, specialist agencies	Advice taken and strategies evident in children's outcomes Variety of learning styles evident Kinaesthetic learning resources accessible by all children Appropriate learning environments evident Pupils' needs are met
September 2020 review	Standardised classroom environment expectations in place and routinely reviewed Active learning training for all teachers 2020 Outdoor learning built into the curriculum			
To monitor progress and outcomes of groups of learners and individuals	Pupil Progress meetings Provision map reviews Regular liaison with parents/carers Intervention and redeployment of staff/strategies for pupils at risk of not making at least expected progress	Termly Ongoing	HT, SLT, All Teachers Inco	Pupils make at least expected progress Pupils' needs are met
September 2020 review	Progress measures have been affected by Covid-19 lockdown. No statutory assessments have taken place. Plans are in place to analyse and address gaps in attainment.			
Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical school environment	Assess the condition of external paving and plan schedule for improvements Annual disability questionnaire analysis The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible	Ongoing	SLT Governors	Needs will be met

	facilities and fittings.			
September 2020 review	Infant paving improved (July 2020), Annual disability questionnaire to parents each October – needs responded to.			
Ensure visually stimulating environment for all children with consideration to avoiding overloading sensory stimulation for children with ASD	Muted, interactive displays in classrooms and inviting role play areas. Tidy, clutter free surfaces Clearly labelled (with pictures/symbols for younger children), easily accessible resources Regular parental communication with input into individual provision maps Individualised multi-sensory teaching strategies used for individuals.	Ongoing	Teaching and non-teaching staff, INCO	Inviting environment maintained
September 2020 review	Hygee training for all EY staff. Spaces have been developed to promote emotional well-being, togetherness and friendship. Classrooms where children can feel comfortable to snuggle down or explore with confidence have been created. Far removed from an institutionalized sterile setting, hygge offers children within our setting a sense of security and well-being. An extension of their home and not a watered-down version of school. Early Years levels of well-being are fundamental to children’s development and progress. Thoughtful caring practitioners, ensure secure relationships are formed, building connections and helping children to settle into nursery life. Practitioners must not only work hard to develop these attachments, remembering the physical environment is fundamental to children’s well-being too. We understand the importance of environmental design in terms of a garden: natural and organic.			
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure these are met at all events	ongoing	SLT, Governors, Teaching and non-teaching staff, INCO	Needs are met
September 2020 review	Classroom allocation adapted September 2020 to meet pupils’ needs (avoiding use of stairs).			
Ensuring disabled parents have every opportunity to be involved	Face to face meetings with specific parents to explain letters home	ongoing	Whole school team	Parental needs known Inclusive parent-friendly access to information.
September 2020 review	Needs of parents noted for new admissions to ensure information is shared effectively.			
Continue to develop playgrounds and facilities.	Look for funding opportunities Plan space to maximise range of social and play opportunities to suit needs	Ongoing	Whole school approach	Inclusive child-friendly play areas.
September 2020 review	Year 1 outdoor learning prioritised due to missed opportunities to develop characteristics of effective learning due to Covid-19.			
To raise awareness of safe access to/from and around the school	Communication with parents via newsletters /letters/walk to school week Road crossing safety training Even, safe and debris-free surfaces in the school premises	Ongoing	Whole school team	Parents/carers have good access and are fully informed

September 2020 review	Health & safety updates termly to governors reflect work undertaken to keep the school access safe. Work to resurface a pathway outside the infant classrooms to improve drainage (July 2020) Road crossing safety training deferred due to Covis 19 lockdown.
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