



Cotwall End Primary School

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POLICY AND PROCEDURES

Title	Accessibility Plan 2017-2020 (reviewed annually)
Purpose	This plan outlines the framework for Cotwall End Primary School to meet its duties and obligations to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors
Policy author	Mrs G Wilkes
File name and path	Staff>Staff>Policies>Accessibility Plan
Consultation	Presented to SLT: Presented to staff: Presented to governors:

Policy adoption				
Revision number	Date	Amendment	Revised by	Review date
1	1.09.18	Point 2 has been updated	G.Wilkes	1.09.19
2	1.09.19	No updates needed	G.Wilkes	1.09.20
3	1.09.20	No updates needed	G.Wilkes	1.09.21

Adopted by Governors	
Adopted by Staff	
Signed by Chair of Governors/Headteacher	

Purpose

This plan shows how Cotwall End Primary School aims to increase the accessibility of its school for disabled pupils, staff, parents/carers and visitors in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.

Current range of known disabilities in school

The school has children with a range of learning difficulties and disabilities from all four areas of need, as defined by the SEND Code of Practice (2014):

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory
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There are also a number of children with recognised medical conditions such as asthma and nut allergies.

Areas of planning responsibilities

1) Increasing the extent to which disabled pupils can participate in the 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).

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

3) Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

1. Increasing access for disabled pupils to the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria
All educational visits to be accessible to all	All risk assessments completed using Evolve and acted upon. Individual Risk	On-going	Deputy Headteacher to support with risk assessments. Group leader	All visits are fully inclusive and are accessed by all pupils

	<p>Assessments and completed and uploaded to Evolve.</p> <p>All activities and visits are staffed appropriately in terms of numbers and expertise of staff</p> <p>Ensure new venues are checked prior to visit.</p> <p>Ensure individual risk assessments are completed for pupils with a physical disability that requires this</p>			
After school club/breakfast clubs to be inclusive and accessible to all	<p>When the club is ran by school staff, the school will ensure the provision is for all pupils. They will liaise with the Class Teacher and the SENCo to ensure that they are aware and meet their individual needs.</p> <p>When the club is provided by external agency, it is the responsibility of the agency to liaise with parents as o the specific needs of children attending and to</p>	On going	Group leader	All clubs are fully inclusive and are accessed by all pupils that want to take part

	arrange for those needs to be catered for, in collaboration with school.			
To ensure that teaching is differentiated to meet the needs of all pupils so that they can fully access the curriculum, including the use of computing.	<p>Provide staff training to ensure that staff are aware and using a graduated approach to SEND.</p> <p>Monitor this on pupils' individual provision maps and analyse the data, to evaluate the impact this is having.</p> <p>Ensure appropriate software is installed and that equipment meets the needs of individual pupils e.g. an enlarged keyboard</p>	On going	Assistant Headteacher and SLT	SEND pupils make appropriate progress from their starting point in each class.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of parents/carers, staff, governors and regular visitors to the school	<p>Be aware of these needs and meet as appropriate.</p> <p>Encourage the individual to discuss their access needs with an</p>	On going	Headteacher	Parents/carers staff, governors and regular visitors to the school can access appropriate parts of the building

	appropriate member of staff. Make any arrangements necessary to meet these needs.			
To be aware of the access needs of individual disabled pupils	Risk assessments in place for individual pupils accessing PIMIS. Risk Assessments and PEEPs shared with all relevant staff.	On going	Group Leader Deputy Headteacher Assistant Headteacher	Risk assessments to meet the access needs of individual pupils
To make appropriate adaptations to the school environment.	Advice sought from external specialist involved with the child. Discussion with Building Surveyor regarding changes that could be made to the environment.	On going	School and Extended Services Business Manager Site Manager	Every effort is made to adapt the building to meet the needs of an individual child, member of staff, governor, parent or visitor to the school. Hand-rails have now been fitted to outdoor steps in KS2. Remedial work has been completed on steps in KS1 playground area. New handrails have been fitted to Year 1 outdoor steps.

3. 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 and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure that printed materials are adapted to meet individual need.	Take advice from specialist services as necessary. Make adaptations and respond accordingly. Enlarge print and copy onto different coloured paper for worksheets and reading materials.	On-going	Class Teachers SENCO	Printed material used in the classroom is accessible to all pupils.
Be aware of parents who may need information printed in a different format or language.	Encourage parents to discuss needs with an appropriate member of staff. Respond accordingly. Make use of on-line translation materials and programmes.	On-going	Class Teachers SENCO Computing Coordinator Head Teacher	Printed materials sent home is in a format that meets the needs of individual parents.

Signed (Head teacher)..... Date.....

Signed (SEND Governor)..... Date.....

Signed (SENCO)..... Date.....