



# CALVERTON PRIMARY SCHOOL

## Accessibility Plan

2022-2025

*Every Day, Every Child, Every Chance*

## Calverton Primary School Accessibility Plan 2022-2025

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Act, a *“disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.”*

At Calverton and within the CPD Federation, we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In 2017 Ofsted described in their Section 8 letter to school the following, they said: ***Pupils explained how much they value the opportunities they have at school to make friends. They gave examples of ways in which the school is inclusive, with new pupils settling in quickly and pupils who have special educational needs and/or disabilities participating in as many activities as possible in lessons.***

Calverton Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to 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.

We have created an accessibility action plan. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Contextual Information

Calverton Primary School was built and then had an extension built on the school site. It is a school made up of two buildings. Both buildings is for Foundation Stage and Key Stage 1 and 2 children, including 3 classrooms that are purposed for the schools resource provision. There are staff offices and group rooms, Calverton is a single storey building. This building has been extended at the front, side and back and includes a nursery with its own entrance gates. Access to the classrooms has been improved due with doors straight into the classes from the playground. Access points around the school also has entrances to ensure accessibility into any building.

The second building and purpose-built hall is also single storey and is primarily used for Key Stage 2 and administrative staff. It includes accessible toilets that back onto the playground and includes break out group rooms, a disabled toilet and a cookery room.

## Aims and Objectives

Our aims are to:

- Increase **access to the curriculum** for pupils with a disability
- Improve and maintain access to the **physical environment**
- Improve the delivery of **written information** to pupils and parents

The table below sets out how the school will achieve our aims.

## Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes including the Resource Provision Unit.

All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. In 2022 this will continue, as clubs have been suspended since 2019. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Current Good Practice in CPD Federation	Strategies and Actions	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs. This is a specific focus to align the schools SEND curriculum with schools within the CPD Federation	All staff trained in ADHD and ASC- actions in place following training Strong SEND Curriculum within the CPD schools' linked to the Engagement Model	Review and establish Service Level Agreement with ADHD / Complex Needs Team to offer a variety of training events throughout the year. ELSA training for TAs EAL training to be provided Counsellor provided as necessary Ensure Training and monitoring of curriculum	All training to be arranged termly as needs arise	SENDCo/ Inclusion Lead	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	Mental Health support Subject Specialists IQM Award	Commission partnerships where necessary e.g. Speech and Language, SEN provision Peer observations	As required	SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary.	Inset with whole staff as required.		All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure P.E continues to be accessible to all.	P.E. kits provided for all children and washed in school.	Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	As required	SENDCo	
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school trips where possible.	Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra-curricular activities. Regular check via Evolve for out of school activities.		

## Physical Environment

Calverton Primary School is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To make all entrances accessible for disabled people	Main Entrance has been improved in order that it is accessible for disabled people. Access to the RP area is wide enough for access in a wheelchair.	Create access points from RP playground into classroom building to bypass the steps up to the entrance of classrooms	As funding available	Inclusion Lead/ SENDCO	All entrances will be accessible to all.
Ensure there is a toilet available in all areas for the children	Disabled toilet available off main corridor	New refurbishment to main hygiene room	From Summer 2022	Facilities Manager	Children will be able to go to the toilet without any barriers
To create easy access to all areas of school for all pupils/ adults	New corridor created to lead to classrooms internal and external via ramp. Including new flooring and step free access to resource rooms.	Consider needs of disabled pupils/ parents and visitors to school when planning any alterations to school.	As required  As funding available	Facilities Manager	Access to all areas of school for all people.
Ensure all disabled pupils can be safely evacuated.	Some staff trained in use of Evac chair. Personal Emergency Evacuation plans in place for disabled pupils.	Ensure all staff aware of PEEPs. Staff trained in use of Evac chair to practice use regularly.	As required at staff meetings Termly practice	SENDCo / SBM Facilities Manager	Safe evacuation for all when necessary
Maintain access for visually impaired	Yellow strips on all stairs /floor entrances and clear signs all around school.	Renew yellow strips on outside steps regularly. Update signage around school as necessary	As necessary	SBM/ Facilities Manager	All areas clearly accessed

## Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, 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.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding	As required	SENDCo / HT	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	Updated weekly	SENDCo/SBM	Website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable. Anomoly Boards in playgrounds.	School office/WEDUC to help parents access school information and complete forms. Anomaly Boards for messages to include translations.	During induction/ Ongoing	SBM/ Inclusion Lead	Parents feel that they communication is effective.
Ensure all staff are aware of accessible formats.		Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	SENDCo	Staff understand how to ensure written information can be equally accessed.