

# Caedmon Primary School Accessibility Plan

## **Purpose of the Plan**

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

## **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 of his or her ability to carry out normal day to day activities.

## **Legal Background**

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

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 sustainable and long-term adverse effect of his or her ability to carry out normal day-to-day activities.

## **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair, thanks to the DDA work completed in January 2011. The school building has a lift, as an alternative to steps, which is specifically designed for wheel chair use.

## **The current Range of Disabilities within Caedmon Primary School**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Fetal alcohol syndrome, auditory processing, epilepsy, developmental delays, motor skills, physical impairment (including cerebral palsy), ADD, ADHD, Multi-sensory impairment, hearing impairment. When children enter the school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in classrooms and a record of use is noted.

Some children have allergies or food intolerance/cultural food choices and these are recorded and kept in pupil's files and in the kitchen and staff in classrooms are aware of these allergies/cultural food choices. 1 Child has an epi-pen, this remains in the classroom cupboard.

All medical information is collated and kept in the classrooms.

We have 16 competent First Aiders who hold current First Aid certificates, staff range from early years, key stages 1 and 2 and dinner support staff.

All medication is kept in the staff only fridge in the staffroom with easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded by a First Aider.

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achieved</b>
<b>Equality and Inclusion</b>				
To ensure that the accessibility plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings.	Adherence to Legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community .	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current Legislation.	On-going	
<b>Physical Environment</b>				
To ensure, that where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the schools physical environment for all.	Audit of accessibility of the school buildings and grounds by Governors. Suggest and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going	
<b>Curriculum</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access curriculum.	On-going	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	

To provide specialist equipment to promote participation in learning by all pupils.	Access the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
<b>Training</b>				
To ensure all staff are made aware of what to do in an incident.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	As required	
<b>Written/Other Information</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	

<p>To ensure that reference is made to the accessibility plan in the 7 policies listed:</p> <ul style="list-style-type: none"> <li>• Behaviour Management Policy</li> <li>• Curriculum Policies</li> <li>• Emergency Plan</li> <li>• Health and Safety Policy</li> <li>• School Improvement Plan</li> <li>• Special Education Needs Plan</li> <li>• Teaching and Learning Policy</li> </ul>	<p>All policies to be reviewed accordingly and updated with relevant information.</p>	<p>Due consideration and planning is given to how accessibility impacts upon these 7 areas.</p>	<p>As needed</p>	
<p>Ensure appropriate risk assessments are in place to support staff, parents and pupils.</p>	<p>Part of induction process allows senior leaders to assess the needs of volunteers, new staff.</p>	<p>Risk assessments are in place and support named persons to access the school and support daily routines.</p>	<p>As needed.</p>	

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Premises Committee.

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

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENDco**
- **School Business Manager**
- **Site Manager**