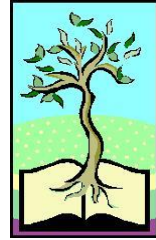


Cadishead Primary School

ACCESS PLAN

SEPTEMBER 2023



Overview

Under the provisions of the Equality Act 2010 this school recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our Disability, SEN and Equality Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

Objectives

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

Strategy

- The school will identify the nature of the school population including pupils already in school and moving through it and the nature of the future intake using advance information from pre-schools / private day nurseries etc.
- The school will audit its strengths and weaknesses in working with pupils with disabilities to include, the level of staff awareness of Equalities legislation; areas of the curriculum to which disabled pupils might have limited or no access.
- The school will review the opportunities for the participation of pupils with disabilities in after school clubs and school visits.
- The school will review the building and identify parts of the school to which pupils with disabilities have limited or no access.
- The school will consider the impact that the way the school is organised i.e. school policies and practices around the administration of medicines and the physical environment of the school may have on pupils with disabilities.
- The school will review the ways in which information is currently provided for pupils with disabilities
- The school will report its findings to key stakeholders without breaching confidentiality.
- The plan will be informed by the views and aspirations of pupils with disabilities, their families and the priorities of the local authority

Overview - The plan

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving access to:

- The physical environment.
- Access to education, benefits, facilities and services.
- Access to information usually provided in written form.
- Set out strategies for funding, monitoring, evaluating and reviewing the plan

The school will use the following audit to assess its strengths and areas for development and then to plan the changes that it needs to make.

Part 1: Physical environment

a. Toilet, Changing and Personal Care Facilities

- Does the school have adequate facilities currently?
- Is there an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults?
- Do we have private and well-equipped areas for personal care and showering? Is there space for space for child, wheelchair and up to two adults?
- Is there a toilet cubicle that is slightly larger than average with handrails.
- Is there a medical room where necessary treatment and therapy can be carried out in private?
- Do job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included?
- Is there a policy and strategy for the safe keeping and administration of medicines?
- Is there a known emergency response strategy in care of a medical emergency and are staff adequately trained in first aid in line with the statutory requirements?
- Are urgent contact lists up to date and accessible in an emergency?

b. Physical Accessibility:

- Upper floors - are areas accessed by steps. Have we assessed the implications of pupils with physical disabilities accessing them?
- 'Evac' type chairs - where we have stairs or steps do we need 'Evac' chairs and are staff trained to use them? Do we have clearly identified in the plans for individual pupils and in the general evacuation procedures for visitors with disabilities?
- If we have upper floors or steps but no physically disabled pupils currently, have we made plans for potential pupils in line with our 'anticipatory duty'?
- Many physically disabled pupils are using powered wheelchairs which can be quite large. Is there any older accessible equipment may too small for modern larger wheelchairs? E.g. older lifts and toilets.

- Does the school need to plan to improve access for power chair users in accessing the school site? e.g. gardens, nature trails, ponds etc.
- Are there allocated parking spaces for the parents of disabled pupils and do we ensure that the space is not used inappropriately, or blocked by other vehicles?
- Is the access into school from the parking space level with no obstacles?
- Are there any heavy doors, sharp narrow turns and cluttered corridors that might be barriers to access? Where classroom space is tight, have adjustments been made to classroom layout in order to facilitate access?
- Will some pupils with disabilities need specialist furniture in order to access the curriculum? (Schools have a responsibility to provide auxiliary aids and services and this can include specialist equipment).
- Is the school aware of any existing support to purchase any necessary Equipment?

Part 2: Access to the curriculum and learning:

- Are all areas of the curriculum should be available to pupils regardless of their disability?
- Where an activity cannot be made accessible or would be inappropriate is an alternative activity planned for?
- When we plan to improve access to the curriculum have we identified any reasonable adjustments needed to offer an equality of opportunity?
- Do we offer and plan specific staff training will improve access to the curriculum to overcome the impairments pupils with disabilities?
- Do we have plans and allocated funds for purchasing specialist equipment that will increase access to the curriculum for pupils with disabilities? E.g plans to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- During our monitoring evaluation and review strategy for classroom observation do we review of the participation of pupils with disabilities during lessons and use observations to inform future developments in inclusion?
- Access to school visits can be problematic for some pupils with disabilities. Do we keep the school's visits policy under review and use accessible venues and transport providers?
- Are the school minibuses accessible for pupils with mobility difficulties especially if they are wheelchair users?
- Are the needs of pupils with hearing and visual impairment considered - hearing loops in classrooms, large print texts, ICT equipment and computers?

Part 3: Access to written information

- Are there plans in place to investigate and provide symbol software to support learners with reading difficulties?
- Are we proactive increasing staff awareness of font size and page layouts to support pupils with visual impairments?

- Has the school library been audited to ensure the availability of large font and easy read texts will improve access?
- Has the signage around the school been audited to ensure that is accessible to all?

Making it happen

It is important that plans

1. Allocate lead responsibilities
2. Set out clear timescales
3. Identify necessary resources
4. Have clear outcomes
5. Build in review mechanisms and dates
6. Should be reviewed annually and renewed every three years.
7. Should be easily available to interested parties. Many schools publish plans on their school website.

NB

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Part 1: Physical environment

a. Toilet, Changing and Personal Care Facilities

1. Areas For Improvement	Ensure adequate changing facilities are available in both EYFS and main building
2. Intended Outcomes	
3. Actions	Provide changing mat for disabled toilet near Y2
4. Resources	
5. Time Scale	End of September 2023
6. Lead responsibility	J Thomas
7. Monitored Evaluated and Reviewed By	J Thomas. Action completed on 12 th September

8. Reported to Governing Body	No
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b. Physical Accessibility

1. Areas For Improvement	Currently no issues but consider ramp entries to doors that only have steps
2. Intended Outcomes	All pupils will be able to access pupils by the same door
3. Actions	Quotes for work needed. Apply for Capital Bid Funding
4. Resources	
5. Time Scale	Quotes and application be end of academic year
6. Lead responsibility	SBM
7. Monitored Evaluated and Reviewed By	J Thomas
8. Reported to Governing Body	Yes

Part 2

a. Access to the curriculum and learning: *Currently no issues but review annually based on needs of pupils*

1. Areas For Improvement	
2. Intended Outcomes	
3. Actions	
4. Resources	
5. Time Scale	
6. Lead responsibility	
7. Monitored Evaluated and Reviewed By	
8. Reported to Governing Body	

Part 3

a. Access to written information

1. Areas For Improvement	Ensure parents have access to information in forms other than written
2. Intended Outcomes	Inclusion for all parents
3. Actions	Look at Dojo and ParentApp - can letters be accessed verbally
4. Resources	
5. Time Scale	By end of academic year
6. Lead responsibility	Jack Weller and SBM
7. Monitored Evaluated and Reviewed By	
8. Reported to Governing Body	