



New Cangle Primary School Accessibility Plan 2016-17

Plan agreed:	
Plan reviewed:	Annually

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to include education. The school recognises its duty under Part 4 of the DDA:

Aims:

At New Cangle we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are dedicated to challenging negative attitudes about disability and accessibility and encourage an ethos of awareness, acceptance and inclusion.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Preparing pupils for life in a diverse and modern British society and for their place in the wider world.

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional and physical needs the school plan sets out how the school will provide access to education for children with disabilities in three key areas required by the planning duties in the DDA:

- 1. Provide a curriculum that is accessible to all pupils.**
- 2. Provide an environment which is accessible to everyone.**
- 3. Provide access to information for all pupils and all parents / carers.**

Our purpose:

To inspire our children, staff, parents and carers by providing a nurturing and secure educational environment. We are committed to raising attainment and aspirations whilst supporting and celebrating skills, knowledge, achievement and all forms of success.

We are working within a national framework for educational inclusion provided by:

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- The Equality Act 2010

1. Provide a curriculum that is accessible to all pupils.

New Cangle Primary is committed to providing equality of opportunities and access for all pupils. In context of the curriculum this means opportunities are given to all regardless of their difficulties or disabilities.

Lessons provide opportunities for all to succeed through inclusive, differentiated and when needed adapted plans through the use of a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable, challenging learning objectives and outcomes. These respond to pupils' needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and Learning Support Assistants (LSAs) attend SEND courses as appropriate to support specific needs. Teachers and LSAs work closely with the SENCo to address pupils' needs, Statement, EHCP and SEN Support targets and liaise with specialist and support services.

Furniture and equipment have been selected as appropriate to support the needs of the learners.

School visits, are made accessible to all children irrespective of difficulties and disabilities.

We have a clear policy on the administration of medicines, with staff trained as required. Children with specific medical needs or allergies have a Care Plan in place.

2. Provide an environment which is accessible to everyone.

The school takes account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school provides and encourages access to those in the community who have physical impairments. The main school building is accessible for wheelchair users through the Atrium doors. This also provides access to the majority of classrooms, a disabled toilet, the hall and offices which are all on one floor. There are steps providing access to the playground and field, an alternative route for wheelchair users is easily accessible.

Pathways of travel around the school site and parking arrangements are safe. There is parking on site. All play areas are fenced off from the car park and are sited to the rear of the school away from the car park.

Emergency and evacuation procedures are accessible to all. **Alarms are auditory and the assembly points are clearly identified throughout the school.**

3. Provide access to information for all pupils and all parents / carers.

Communication is a key part of educational provision and liaison with children, parents and carers. The school will make use of local services, including those provided through the LA, to provide information in alternative formats when required or requested. Our aim is to ensure every pupil, parent and carer has access to all curriculum information. In order to achieve this, the following steps are taken:

- Progress checks and information regarding targets are shared twice a year at parent consultations.
- Teachers, SENCo, Head teacher and Deputy head teacher are available to discuss information.
- The school website contains relevant school information and will be kept-up-to-date.
- Text messages and emails can be sent to parents and carers.

Provision and access for mental health and emotional well-being.

The school is committed to supporting mental and emotional health ensuring provision within and across the curriculum. We are alert to the benefits of Early Help and are pro-active in seeking specific support for more complex needs. Our approach includes the following:

Emotional wellbeing: We use tools to help identify difficulties, such as the Strengths and Difficulties questionnaire. Access to CISS and school nursing team are provided as well as programmes delivered in school to support pupils needs.

Physical wellbeing: We use our grounds to engage and inspire and offer clubs and activities to support physical exercise.

Mental Health : We offer access to therapy support programmes and to external services e.g. CISS, Educational Psychologists and Primary Mental Health worker. Signs of Safety (SOS) are used as a means to aid discussions with children and parents. The SENCo can join SOS supervisions with family support workers and SOS practitioners to further develop skills and keep updated with this practice.

Targets	Details
Short Term	<ol style="list-style-type: none"> 1. Detailed Accessibility Plan and action plan for 2-3 Years. 2. Wheelchair access to main office, ensure it is DDA compliant. 3. Further develop depth and respect throughout school to ensure positive promotion of protected characteristics within and across the curriculum 4. Corridor toilets are reviewed and adapted to meet the needs of children with mobility difficulties. 5. Creation of a '3-legged football' opportunity one day a week on the playground to provide opportunities for children with mobility difficulties to engage in a team sport at break times.
Medium Term	<ol style="list-style-type: none"> 1. Seek guidance and advice about accessibility of school playing field for wheelchair users. 2. To offer parent and carer guidance on supporting emotional health. 3. Liaison with external agencies to support curriculum provision. 4. Audit access and provision of residential visits. 5. Further develop nurture space for therapeutic and 1-1 support. 6. Visual guides available to support visually impaired.
Long Term	<ol style="list-style-type: none"> 1. Further develop nurture space for therapeutic and 1-1 support. 2. Advice sought prior to redecoration & refurbishment. 3. Visual Alarm.

Plan:

1. Provide a curriculum that is accessible to all pupils.

Our key objective is to reduce and eliminate barriers to the curriculum and learning, to ensure full participation in our school community for children and prospective children, with disabilities.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers and parents to review potential intake for Sept 2017.	To identify children who may need additional to or different from standard provision for September 2017 intake. Any identified children will have a home visit from EYFS teacher, SENCo and if appropriate Learning Support assistant.	September '17	SLT/ EYFS teacher & SENCo	Procedures/equipment/risk assessment/support plans/training etc will be in place for September 2017.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with Equality Act 2010 Consideration to: Children and Families Act 2014 Special Educational Needs and Disability Regulations 2014	On-going	HT/SLT/School staff	All policies clearly reflect inclusive practice and procedure. All staff are aware of the inclusive practice in policies.
To establish effective liaison with parents and carers.	To develop collaboration and sharing between school and families. Parental Engagement Network projects to engage parents/carers with reading in Key Stage 1 and Year's 3, 4 and 5. Opportunities for EYFS to run 'Learning Together' workshops with parents.		HT/SLT All school staff	Clear collaborative working approach that engages parents/carers and raises pupil aspirations and outcomes.
To establish close liaison with outside agencies for children with on-going health needs e.g. children with severe asthma, epilepsy, diabetes or mobility issues.	To have clear lines of communication between school, key personnel and outside agencies. To provide the correct information to outside agencies. To have an ethos of 'asking questions'. To value the work and assistance that outside agencies provide to the pupil and the school.		SLT/SENCo Outside agencies	All pupils and families are supported appropriately. Clear collaborative working approach.

External agency support is identified and delivered to all pupils in need.	Staff identify pupils and families in need of external support through sound professional relationships and safeguarding procedures.		HT & DSLs	All pupils and families are supported appropriately. Clear collaborative working approach.
Multiagency assessments actioned for all students at risk.	Staff identify pupils and families in need of external support through sound professional relationships and safeguarding procedures. CAF and IYFAP referrals are made when necessary.			All pupils are safe and families are supported appropriately. External support deployed and work with school to ensure the best possible outcomes – academically and pastorally for pupils.
To ensure full access to the curriculum for all children.	Staff deployed to meet pupils' needs. Curriculum and staffing reviewed annually to take in to account needs. Appropriate training given. Specialist Advisory support. Continuous review of Quality First teaching practices in the classroom. All activities are differentiated to ensure curriculum access with alternatives offered. Trained support staff. Use of interactive ICT equipment. Provision of Specialist Advisory support in school, twice a month for 5 hours. SENCo provides support to individual pupils and class staff to support full access. Specific equipment sourced from occupational therapy/physio/sensory team. Provide alternative opportunities to record understanding, learning and work e.g. Use of ICT, including Clicker 7, recording/videoing answers and understanding.		Inclusion team, Outreach, Ed Psych, SALT School Nurse Primary Mental Health worker.	Appropriate number and suitably qualified staff meet the needs of the pupils. Pupils are making expected progress or better. Advice used and strategies evident in classroom practice. Children supported and accessing the curriculum in all subject areas. Children accessing wider activities in school.
Ensure staff are knowledgeable with regard to the needs of pupils and strategies to support them.	Continuing development of CPD programme. Training requirement identified through: <ul style="list-style-type: none"> • Performance Management • Review of data • Needs of pupils 	Continuous	HT / DH /SLT Whole school approach	All staff fully meet the requirements of children with disabilities with regards to accessing the curriculum.

	<ul style="list-style-type: none"> • Policies and procedures <p>Training is delivered in house or booked to address needs.</p>			
To ensure classrooms and learning areas are optimally designed and organised to promote full participation and independence of all pupils.	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum and all learning activities by providing:</p> <ul style="list-style-type: none"> • Wheelchair access or change of area/place to be accessible. • Seating positions in the classroom to maximise access and support. • Alternative curriculum identified for pupils of need. • Differentiation is in place in every lesson. • Adaption of resources to meet the needs and support individuals. • Giving alternatives to enable children with disabilities to participate successfully in lessons – answer questions through different methods, record word in different ways, other than writing. • Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of people with disabilities. • School ethos of celebrating individual achievements and strengths. • That all children can achieve and aspirations must be high for all. 	On-going	Whole school approach	<p>All pupils can access learning at an appropriately challenging level to ensure good progress is made.</p> <p>Variety of learning styles and multi-sensory activities evident in planning and in classrooms.</p> <p>Ensuring that the needs of all children with disabilities, parents and staff are represented in the school.</p>
To review attainment of all children on the SEN register.	<p>Classroom support plans to set specific short term targets.</p> <p>SENCo/Class teacher meetings.</p> <p>Pupil Progress with SLT.</p> <p>Use of whole school assessment systems and systems more suited to a child to demonstrate attainment in other areas.</p> <p>Regular liaison with parents and carers.</p>			<p>Progress made towards SEN Support targets. Pupils making expected or accelerated progress.</p> <p>Provision mapping shows clear steps and progress made.</p>
All enriching activities and school visits are accessible to all regardless of attainment, impairment or disability.	<p>All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all legislative requirements.</p> <p>All external visits are evaluated to ensure wide opportunities and access to learning activities for all.</p> <p>Additional staff support if required.</p> <p>Out of school provision will be accessible for all children.</p> <p>Adaptions and alternatives where necessary will be put into place.</p>	On-going	HT/SLT/SENCo Class teacher	<p>Increased access to all school activities for all children with disabilities.</p>

Training for Governors in Raising Awareness of Disability Issues. To deliver findings to the Governing Body.	Provide Training for Governors. Termly meeting with SEN governor. Premises Governors meetings.		HT /SENCo Governors Monitor by Chair of Governors	Whole school community aware of issues relating to Access. Governors fully informed about SEN provision and progress.
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2. Provide an environment which is accessible to everyone.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continually improve the physical environment of the school.	The school will take account of the needs of children, 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 facilities and fittings.	On-going		Enabling needs to be met where possible.
Wheelchair access to the main office.	To provide door of an appropriate size that complies with safety and access regulations.	Summer 2017	HT. Quotes to be obtained.	Wheelchair users will be able to gain access to the school via the main office.
Ensuring all with a disability are able to be involved.	Access requirements are investigated and adapted if required. Children with disabilities have the appropriate, Care Plans, Risk Assessments and Personal Emergency Evacuation Plan. External school events such as Sports Day are adapted to ensure full participation by all pupils.		All staff.	Enabling needs to be met where possible.
To ensure that all medical needs of all children are met fully within the capability of the school.	Health Care Plans are created with consultation of the parents and carers. If required external agencies provide addition advice. Training needs are identified and protocols established where needed.	In place. Review of plans annually or when needed.	SENCo, HT School nurse Health care professionals	Needs met within the capability of the school, including external visits.
Ensuring parents with disabilities have every opportunity to be involved.	Wheelchair access into school is via Atrium doors. Main entrance door to be made wheelchair accessible. Classrooms and hall are all accessible to wheelchairs. Parents are always welcome to bring along signers or interpreters to meetings so key information can be provided.	Main entrance: Summer '17.	HT, SENCo Office staff Teaching staff	Disabled parents are not discriminated against & are able and encouraged to take interest and be involved in their child's education.

	<p>Offer a telephone call or meeting to explain letters home for parents/ carers who need this.</p> <p>Adopt a proactive approach to identifying the access requirements of parents/carers with disabilities.</p>	<p>Immediate effect, constantly reviewed.</p>		
<p>Ensure that all children with disabilities can be evacuated in an emergency.</p>	<p>Needs of pupils are reviewed, risk assessments in place.</p> <p>Possible barriers to safe evacuation are identified and alternative procedures are put in place for those that need it.</p> <p>Personal Emergency Evacuation Plan in place for all identified pupils.</p> <p>Fire Officer advice sort.</p> <p>Monitor plans during whole school fire drills.</p> <p>Additional drills for pupils with disabilities to ensure effectiveness of plans and staff capability.</p>	<p>In place.</p> <p>Review Peep annually or when needed.</p>	<p>HT / SLT Governors</p>	<p>All children are able to respond to an emergency evacuation safely and expediently.</p>
<p>Continue developing playground and facilities.</p>	<p>Look for funding opportunities.</p> <p>Gain pupil opinions.</p>	<p>On-going</p>		<p>All areas are inclusive, child-friendly, safe areas to play, rest and engage with peers.</p>
<p>To ensure roads and pathways around the school are as safe as possible.</p>	<p>Constant monitoring of all external areas. Maintenance of all areas is dealt with as soon as possible.</p> <p>Communication with parents/carers re safety via messages/letters/email.</p>	<p>On-going</p>	<p>HT / SLT Governors</p>	<p>No accidents occur.</p>

3. Provide access to information for all pupils and all parents / carers.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure all children with disabilities have access to the curriculum.	Regular parental communication. Regular discussions between teachers, LSA's and SENCo. Liaise with external agencies to gain advice and support e.g. Educational Psychologist, CISS, SALT, Outreach services, OT, School Nurse, Primary Mental Health Worker. Individualised, multi-sensory teaching strategies and supporting resources are used.	On-going		
To enable improved access to written information for children, parents and visitors.	Clicker 7 software to support learners with reading difficulties. Use of coloured screens on Interactive Whiteboards. Raise awareness of font size, page layouts and use of colour paper to support children with visual impairments and reading difficulties. Use of RNIB borrowing library to access and borrow large font and easy read texts. Auditing signage around the school to ensure that it is accessible to all.	In-place On-going Autmn'17		IT supporting learning. Appropriate resources
Review children's records ensuring school's awareness of any disabilities.	Information collected about new children. Records passed up to each class teacher. End of year class meetings. Annual reviews. SEN Support Plans. Medical forms, Care Plans and Risk Assessments reviewed and up-dated annually. Significant health problems/difficulties – Care Plans & Risk Assessments in office, appropriate classroom and on display in staff room.	Annually	HT / SLT SENCo Outside agencies	Each staff member aware of disabilities and needs of those children in the school <i>All teachers are teachers of SEND.</i>

<p>In school record system to be reviewed and improved where necessary. (Records on SIMS/protected)</p>	<p>Record keeping systems to be regularly reviewed for safeguarding and maximising efficient systems.</p>	<p>Continual review and improvement</p>	<p>SLT Office</p>	<p>Effective communication of information about disabilities throughout school.</p>
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