

Cobbs Brow Primary School

Accessibility Plan

2022 - 2025

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Single Equality Policy** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
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Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, parents and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Designated staff members receive appropriate training eg accessing training from SALT.</p> <p>School employs Midstream (garden centre for adults with learning needs) to look after the school grounds.</p>	<p>To monitor the pupil progress using the schools internal tracking data and Lancs Tracker.</p> <p>To monitor the impact of interventions for SEND pupils.</p> <p>To enhance provision for pupils with sensory needs</p> <p>Improve awareness of disability through the curriculum</p>	<p>Termly monitoring pupil tracking data across school. Discussion at Pupil Progress meetings.</p> <p>Termly monitoring of the reviewed IEP's. Discussion at Pupil Progress meetings.</p> <p>WISH CPD for staff</p> <p>Develop 'regulation stations' within each classroom.</p> <p>Enhance the calming room to enable children to more effectively use it for self regulation.</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO/HT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2020</p>	<p>Each child with SEND will have a Pupil Passport and a Learning Plan with SMART targets, 80% of which are achieved by the end of the term.</p> <p>Almost all children will make good progress by the end of the term/year</p> <p>Children with sensory and SEMH needs will be better able to use self-regulation strategies.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramp to Tiny Acorns room • Corridor and door frames are wide enough to access using a wheelchair • Disabled parking bay • Disabled toilet with hand rails • Access to all classrooms is at one level and no steps have to be negotiated • Single level path around the perimeter of the school building <p>Designated staff members receive Moving and Handling training where appropriate.</p> <p>Care plans in place for all children with high level of physical needs outlining accessibility needs that are being met. Advice sought from specialist teacher if needed.</p> <p>We access support from NHS staff eg: Occupational Therapist or Physiotherapist where appropriate.</p> <p>Ensure that the equipment within the school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.</p> <p>Ensure corridors are clearly accessible throughout school.</p>	<p>Ensure relevant training is in place ahead of transition.</p> <p>Ensure PEEPS are undertaken for all pupils who require them.</p>	<p>Ongoing audit and monitoring of walkways to identify potential access issues</p>	<p>School business manager HT and SENCO</p> <p>SENCO and HT</p>	<p>Ongoing</p>	<p>The environment allows safe use of access and all facilities for all users.</p> <p>PEEPS are in place and staff are aware of them.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>We use visuals to support children's understanding as appropriate eg:</p> <ul style="list-style-type: none"> • there is a visual timetable in each class for those children requiring them • individual children use now and next boards • Staff use symbols attached to their lanyards to support individual children eg 'stop' sign. 	<p>Develop use of Makaton and PECS to support early communication.</p> <p>Ensure visuals are in place in each class.</p>	<p>Early Years staff to attend relevant training and access support from SALT staff.</p> <p>Monitoring to ensure all children are able to access visuals to support their understanding as necessary.</p>	<p>SENCO/Early Year staff</p> <p>SENCO/class teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff will be confident in using PECS and Makaton to support early communication.</p> <p>All children can fully access the curriculum</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion
- Health and safety policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey but with an increase in height via a ramp on one side of the building and steps on the other.	Children with physical disabilities are able to always use the ramp to access the upper or lower corridors in school. If they are using the steps, this will be done under adult supervision according to advice provided by Physio/OT/specialist teacher.	All	Ongoing
Corridor access	All corridors are wide enough for wheelchair access.	Ensure all corridors are tidy and free from clutter which could be a trip hazard.	All	Ongoing
Parking bays	There is one parking bay designated for disabled users.			
Entrances	All entrances to school are either level or have a small ramp.			

Ramps	The ramp to the hall is quite steep and does not have barriers at the sides.	Ensure children using walking equipment or a wheelchair do not use this ramp.	All	Ongoing
Toilets	There are three disabled toilets in school.			