

Calveley Primary Academy: Accessibility Plan  
2020-2023

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## **Accessibility Plan 2020-2023**

<b>Confirmation that the Accessibility Plan has been discussed and approved by the Staff and Directors</b>	
Approved by: Dave Shaw / Board of Directors	Date: 15.12.20
Last Reviewed in: February 2020	
Next Review by: Board of Directors	Date: December 2023

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### 1. The Purpose of the Plan

The purpose of this plan is to show how Calveley Primary Academy intends, over time, to increase accessibility of our school for disabled pupils. Calveley Primary Academy is committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

Calveley Primary Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Equality Information & Objectives Policy (available via the school website or link as: <https://www.calveleyprimary.cheshire.sch.uk/information/policy-downloads.html>) cites our Guiding Principles as:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We observe good equalities practices in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We consult and involve widely
7. Society as a whole should benefit

### 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. Relevant Policies and Documents**

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

- Risk Assessment documentation
- Health and Safety Policy
- Equality Information and Objectives Policy (public sector equality duty)
- Special Educational Needs & Disabilities Policy
- Special Educational Needs (SEND) Information Report
- Behaviour and Discipline Policy
- School Development Plan
- Supporting Pupils with Medical Needs Policy

Our academy'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.

### **4. Plan Availability**

- The plan will be made available online on the academy website, via both the Policies <https://www.calveleyprimary.cheshire.sch.uk/information/policy-downloads.html> and the SEND <https://www.calveleyprimary.cheshire.sch.uk/information/special-educational-needs.html> web pages.
- Paper copies are available upon request from the school office.

### **5. Training**

Our Trust is committed to ensuring that staff in our academies 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.

### **6. Consultation**

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils – pupil chatter sessions and time to talk
- Parents – online consultation and Parent Council meetings
- Staff consultation
- Academy Committee & Directors

### **7. Monitoring, Review and Evaluation**

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

It will be approved by the full Board of Directors.

Below is a set of actions showing how Calveley Primary Academy will address the priorities identified in the plan.

The plan is valid for three years: 2020-2023.

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## 8. Action plan

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

Where necessary, the plan was informed by multi-agency working and advice, e.g. that of: Teacher for Visually Impaired, Teacher of the Deaf, Occupational Therapists, Physiotherapists, Speech and Language Therapists

### Accessibility Key:

By focusing on this objective are you:	Accessibility Code
Increasing access to the curriculum for pupils with a disability	C
Improving and maintaining access to the physical environment	E
Improving the delivery of information to pupils with a disability	I

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability (C)</p> <p>Improving the delivery of information to pupils with a disability (I)</p>	<p>Our Trust employs an experienced SENCO with significant leadership and SEND knowledge and experience</p> <p>Our school maintains up to date information on pupils' needs for the provision of information in alternative formats</p> <p>We robustly consider pupils assessed needs and consider reasonable adjustments which</p>	<p>To explore the use of new technologies to support pupils with disabilities in accessing their learning (C / I)</p>	<p>Initial research for:</p> <ul style="list-style-type: none"> <li>- word processing packages (Ghotit / Texthelp)</li> <li>- further access to electronic devices</li> <li>- wider use of symbol software (Widgit / Lessonpix)</li> </ul>	<p>SENCO Literacy Coordinator Coordinating Lead Head of School</p>	<p>July 2021 and reviewed annually thereafter for usage</p>	<p>Pupils with disabilities have a wider option of resource available to them in order to support independent access to the curriculum</p>

	<p>might be necessary to enable them to participate</p> <p>Strong multi-agency working and inclusion of specialist advice (e.g. Sensory Inclusion Team)</p> <p>We continue to provide specialist aids / equipment to individuals as specified in their SEN Support Plans and Education, Health and Care Plans</p> <p>Expanded access to IT based SEN Support enhancement programmes have been purchased over the last 2 years</p>					
<p>Increase access to the curriculum for pupils with a disability (C)</p>	<p>We provide early identification of pupils who face barriers to learning and full participation.</p> <p>Our school offers a broad and balanced, differentiated curriculum for all pupils.</p> <p>We continue to develop our approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with</p>	<p>To monitor the new RLLAT curriculum to ensure that intended sessions and planning exemplars securely ensure that pupils with disabilities can fully access our full curriculum offer (C)</p>	<p>Curriculum monitoring via SLT and subject leaders - lesson observations, learning walks, pupil chatter sessions and book looks, with clear reference to access for pupils with disabilities</p>	<p>SLT Subject Leaders</p>	<p>Termly from December 2020</p>	<p>Curriculum based RAGs show green in relation to pupils with disabilities accessing the full Trust curriculum</p>

	additional needs.					
<p>Increase access to the curriculum for pupils with a disability (C)</p> <p>Improving the delivery of information to pupils with a disability (I)</p>	<p>Our Trust employs an experienced SENCO with significant leadership and SEND knowledge and experience.</p> <p>Training for pupils with special educational needs and disabilities is given high priority within SEND Development Planning.</p> <p>Significant coproduction goes into individual pupil support plans and healthcare plans, including with appropriate professionals and agencies (refer to SEND Information Report in addition)</p> <p>Good examples of practice are shared between staff e.g. Nuggets.</p>	<p>To ensure that RLLAT's curriculum is supported by a Quality First Teaching Charter which aims to increase access to the curriculum for pupils with a disability (C, I)</p>	<p>Training by relevant professionals followed by coproduced Charter for All – compiled in staff meeting</p>	<p>SENCO</p>	<p>April 2021</p>	<p>Staff have an improved skill set to meet the needs of disabled pupils within teaching and learning as evidenced in lesson observations</p> <p>Quality First Teaching Charter is produced and available</p>
<p>Increase access to the curriculum for pupils with a disability (C)</p> <p>Improving the delivery of information to pupils with a disability (I)</p>	<p>Our school works closely with Speech and Language Therapists to ensure that individual Speech and Language Plans are well supported in school.</p> <p>Early identification of possible speech, language and communication needs via early referrals.</p> <p>Use of Wellcomm to assess speech, language and communication need.</p>	<p>To train and implement further speech and language based programmes in order to ensure better access for pupils with communication and language difficulties and disabilities e.g. Developmental Language Disorder (C,I)</p>	<p>NELLY –</p> <p>a) training of key support staff</p> <p>b) embedded implementation of the programme</p> <p>I CAN Talking Point –</p> <p>a)training of key staff</p> <p>b) embedded implementation of</p>	<p>Executive Head</p> <p>SENCO</p>	<p>July 2021</p> <p>July 2022</p> <p>July 2021</p> <p>July 2022</p>	<p>The academy has personnel trained in completion of NELLY &amp; Talking Point</p> <p>NELLY &amp; Talking Point programmes are in place and demonstrate good or better levels of impact</p>

			programme			
Increase access to the curriculum for pupils with a disability (C)	The academy has made use of outside providers over the last two academic years to improve the physical development of pupils via Active 30	Improve the progress and participation of pupils with physical needs (C)	Directly employ a Sports Coach to undertake 30 Active Minute sessions	Executive Head Head of School Sports Coach	Sept 2020	Pupils maintain and improve their individual levels of physical health / need
Improve the delivery of information to pupils with a disability (I)	New school website has been launched and staff use this well to communicate with current and proposed families	Following recent website developments, review the approach / format of written information to establish if the format could be improved to improve accessibility generally (I)	Website trawls	Executive Head Heads of School Parent Council	Nov 2020 and termly reviews thereafter	Website improvements are visible
Improve and maintain access to the physical environment (E)	Maintenance Officers paint hazards in contrasting colours to make them more visible Our school includes the use of: <ul style="list-style-type: none"> <li>• Ramps where required</li> <li>• Corridor width appropriate for use of wheelchairs</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at accessible heights</li> </ul> The environment is adapted to the needs of pupils as required. Examples include:	In line with the academy accessibility audit, to consider any future, possible requirements for ramp access around the building	Access Audit is reviewed at least annually and incorporated into academy development plans as relevant	Executive Head Head of School Site Maintenance Officer	December 2020 At least annually thereafter	Discussed in Finance and Audit Committee meetings where requirements are highlighted



	<ul style="list-style-type: none"><li>• Internal hand rails and toilet steps</li><li>• Rehangng of heavy doors for further ease of use by children</li><li>• Further outdoor hand rail facilities</li></ul>					
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## 9. Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Although our building is single story and has disabled ramps in place, it does have some internal and external steps due to the age of certain aspects of the school building.	Where handrails have been installed, heights will be adjusted in relation to both wider and specific physical needs	Head of School SENCO Site Maintenance Officer	At least bi-annually - ongoing
Corridor access	Corridors are wide enough to enable wheelchair access.	Designated spaces to be considered for wheelchairs or standing frames	Head of School	July 2021
Parking bays	Disabled bay is marked on the car park	None required at this time		
Entrances	The school does not have access to automatic doors, but buzzers are at a wheelchair accessible height	None required at this time		
Ramps	Ramps are in place at the main entrance of the school, the	To consider whether any further ramp access is required	Executive Head	September 2021

	entrance from the EYFS playground into the internal school corridor, and out of the school hall.	around the school building (internal and external)	Head of School Maintenance Officer SENCO	
Toilets	Our building has one disabled toilet. This has an alarm.	To ensure that the alarm is in working order	Site Maintenance Officer	Termly
Reception area	Accessible to wheelchair users	Designated space to be considered for wheelchair and standing frames	Head of School	January 2021
Internal signage	Large signs are in place	None required at this time		
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance Termly Fire alarm tests with staff and pupils in school.	Site Maintenance Officer Head of School	Ongoing