



Courtney Primary School

Nurture, Inspire, Flourish.

Accessibility Plan

2022-2025



Review by: Georgina Scott

Date: Sept 2022

Position: Chair of Governors

New review date: Jan 2025

Statutory Requirement

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".

Purpose of Plan

Courtney Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Focus of Plan

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

Courtney Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Definition of Disability

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

School Values

At Courtney Primary School our school motto is:

Nurture, Inspire, Flourish.

This applies equally to every single member of our school community and fosters a sense of family and pride from every single stakeholder. At Courtney Primary School we base our values on six 'Crown Values'. Explicit and implicit in these values is our belief in inclusion, including those with disabilities.

Our Crown Values are:

- We take responsibility for our own thoughts, words and actions, doing the right thing even when it's difficult.
- We are resilient and proud of our efforts.
- We set ambitious targets for ourselves within our community.
- We are assertive while still showing kindness and respect to each other.
- We bravely face our challenges to help us learn and grow.
- We celebrate our similarities and differences and understand the rights of others.

Links to other documentations and policies

This document should be read in conjunction with the following:

- School Improvement and Development Plan
- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- Equality Information and Objectives

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child/group of children
- Parent and Pupil Surveys and Conferencing

Resources are purchased as and when they are required and/or recommended from professionals working with pupils.

Supporting Partnerships

We will work closely with parents to ensure that the plan is implemented effectively.

The following agencies will be used to support the plan, amongst others:

- Healthcare Professionals: School Nurse, Speech and Language Therapists, Child and Adolescent Mental Health Team (CAMHS)
- Educational Psychologists
- Educational Welfare Officer
- Occupational Therapists
- Inclusion Support
- Behaviour Support
- Play Therapist

Complaints Procedures

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy.

Monitoring procedures

This Accessibility Policy and Plan will be reviewed every three years by the senior leadership team and the school's Special Needs Co-ordinator (SENDco), alongside the governing body and ratified accordingly.

Accessibility Plan Sept 2022 – January 2025

Aim	Current good practice	Objectives	Actions to be taken (N- Now P- Potential- need arises)	Person/People Responsible	Dates
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Expectations are high of all pupils • Staff seek to remove all barriers to learning and participation • Home visits in EYFS, visits to the settings and liaison with outside agencies aim to ensure that pupils who may need additional provision are identified quickly • IEPs are put in place, in conjunction with the parents and the pupils, and reviewed three times a year • We have Pupil Profiles so that the needs of disabled pupils are understood by all and that everyone is aware of the strategies which best support their learning • Proactive Health and Safety Leader, working with parents and outside agencies, ensures that those needing a health care plan have one promptly • Teachers and teaching assistants receive necessary training to teach and support disabled pupils • Lessons are suitably differentiated so that they provide opportunities for all to achieve • Lessons involve learning to be done by individuals, pairs, groups and the whole class • Staff recognise and allow for the mental and physical effort expended by some disabled pupils e.g. mental effort taken to lip read, chunked timetables for those where poor motor skills mean that they tire more easily • Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular 	<ul style="list-style-type: none"> • To develop a curriculum which reflects diversity, including disabilities • To ensure that all pupils, including those with disabilities, engage with extra- curricular activities • To ensure that staff receive appropriate training so they are best placed to support disabled pupils • To make available a range of teaching aids to support disabled access the curriculum 	<ul style="list-style-type: none"> • Curriculum audited to ensure it celebrates diversity, including disabilities, across various subjects (N) • Links with New Horizons(P) • Regular audit of uptake of extra-curricular activity of those with disabilities (N) • Training pertinent to the disabilities of the children in school (P) • ASD friendly classrooms training (N) • Termly Provision Map Meetings • Ensure that all staff follow recommendations of outside agencies, where given (N) • Termly SEND TA Training Meetings • Where possible, give disabled children access to teaching aids and modifications recommended (N) 	<p>LN</p> <p>SENDco/PE Lead</p> <p>SENDCo</p> <p>SENDco</p> <p>SENDco</p> <p>SENDco</p> <p>SENDco</p>	<p>Summer 22</p> <p>Music Festival</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>When relevant</p> <p>Termly</p> <p>When relevant</p>

	<p>activities, for example some forms of exercise in physical education</p> <ul style="list-style-type: none"> • Access is provided to computer technology for pupils with disabilities • School visits are made accessible to all pupils irrespective of attainment or impairment. Comprehensive risk assessments are undertaken to ensure this. 				
<p>Improve and main access to the physical environment</p>	<ul style="list-style-type: none"> • Internally we are a one- storey, modern built (2010). Externally, the grounds are steeper and more challenging for the disabled user but was also developed in 2010 and appropriate ramps are in place <p>Access to Building</p> <ul style="list-style-type: none"> • Separate entrances for cars and pedestrians • Accessible car parking bays, wide enough to transfer onto a wheelchair <p>External Ramps and Steps</p> <ul style="list-style-type: none"> • Bays are smooth, well-lit and marked as being for disabled people only • Ramps are wide, slip resistant and have suitable handrails both sides • Steps are well lit and have suitable handrails <p>External and Internal Doors and Corridors</p> <ul style="list-style-type: none"> • Entrances are clearly signposted and well lit • People on either side of the internal and external doors can see each other • External door control systems are fitted at a suitable height, easy to use and tonally contrasted from the door • Thresholds are flush and level. • Doors are wide enough all users with adequate spaces for wheelchair users 	<p>To ensure accessibility of disabled parking bay, where needed</p>	<ul style="list-style-type: none"> • Parents of disabled pupils to be made aware of accessing staff car park (where bay is) (P) • Regular reminders that disabled bay is for disabled use only (N) 	<p>Office Staff</p> <p>HT/DHT</p>	<p>When relevant</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> • Corridors are wide enough for wheelchairs to pass each other • Fire doors are held open with magnetic devices • Internal doors are well contrasted from their surroundings and have handles that are easy to use <p>Classrooms and Shared Spaces</p> <ul style="list-style-type: none"> • Blinds are fitted to all windows in classrooms and shared areas to reduce glare and silhouetting • Teaching areas have good acoustics • Fire extinguishers are positioned so that do not create hazards to visually impaired people • Tables in classrooms, shared activity areas and at dinnertime allow for wheelchair access • Lighting is generally controllable and adjustable to meet the needs of pupils and the task they are working on • Children’s kitchen has appropriate fittings for use by disabled people , has adequate lighting and has slip resistant flooring <p>Toilets and Showers</p> <ul style="list-style-type: none"> • There are two disabled WCs • WC provision for ambulant people with disabilities has suitable fittings (e.g. grab rail, adjustable height of WC and sink, slip resistant flooring) • WC doors open outwards (to ensure that entry can be gained in event of someone falling and blocking the doorway) are wide enough and have suitable door controls, light switches and the locks are easily reached and operated • A shower compartment is provided which is suitable for people with disabilities. The 	<p>To ensure that lighting is controllable and adjustable to meet the needs of all pupils</p> <p>To ensure that pupils and parents with hearing impairment are able to access information in presentations</p> <p>To ensure that physically disabled children have access to suitable seating.</p> <p>To ensure that the disabled toilets are accessible</p>	<ul style="list-style-type: none"> • Regular reminders that larger disabled toilet is available at all times and not used as a storage area (N) • Replacement of IWBs in classrooms as funds allow • Strategies in position so that disabled people, including people with hearing loss,are 	<p>HT</p> <p>SBM</p>	<p>Ongoing</p> <p>From 2019 on cycle</p> <p>As relevant</p>
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	<p>height of the shower head is variable, there are suitable handrails and the floor has slip resistant finish</p> <p>Means of Escape</p> <ul style="list-style-type: none"> • There is an audible alarm system • All exit routes are accessible <p>Building Management</p> <ul style="list-style-type: none"> • External routes including steps and ramps are kept clear, unobstructed and free from surface water, ice and snow • Appropriate cleaning materials are used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny/slippery • Windows, blinds and lamps are checked to ensure they are kept clean and in working order • Fire alarm systems are regularly maintained and fire routes are regularly checked for obstacles 	<ul style="list-style-type: none"> • To ensure that adequate planning and provision is given to safe evacuation of the building by disabled pupils and adults 	<p>evacuated safely. Personal emergency evacuation plans for disabled pupils (P)</p> <ul style="list-style-type: none"> • If people with disabilities cannot completely evacuate the building, ensure they reach places of safety or refuge, which are clearly signed (P) 	<p>HT/DHT/Health and Safety Leaders</p> <p>HT/DHT/Health and Safety Leaders</p>	
<p>Improve the delivery of written information to pupils and parents</p>	<ul style="list-style-type: none"> • Information is provided as appropriate to the pupils needs e.g. simple language, use of symbols and visual timetables (e.g. for ASD children), audio, larger font • Information is presented to pupils in a way which is user friendly for people with disabilities e.g. by reading aloud, background colours, font size 	<ul style="list-style-type: none"> • To improve the accessibility of school information, particularly that to parents informing them of their child's learning 	<ul style="list-style-type: none"> • Website – making parents aware that information is available in bigger fonts, alternative formats (N) • Interpreter provided for hearing impaired parents for parents' evenings/reviews (P) 	<p>Office Staff</p> <p>SENDco/Office Staff</p>	<p>Dec 2022</p> <p>As relevant</p>