

CONFIDENTIAL

Coxheath Primary School



Accessibility Plan

Reviewed – Term 2 202~~31~~/2~~42~~

Next review – Term 2 202~~42~~/2~~53~~

Vision Statement

At Coxheath Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to learn and achieve their potential.

This Accessibility Plan sets out how our school will increase access to education for disabled pupils, following its legal obligations, as set out in the Equality Act 2010, with particular focus on those pupils currently within Coxheath Primary School.

Definition of Disability & Legal Background

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils and staff because of sex, race, disability, religion or belief and sexual orientation'.

We ensure that disabled pupils are not treated less favourably and ~~must~~ take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, this is known as 'reasonable adjustments duty'.

Needs

These may include:

Diabetes

All staff will be made aware of a child with diabetes and all necessary training provided to staff.

Visual Impairment (Including Visual Stress)

Any child with a visual impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty. All steps will be taken to ensure full participation in all activities.

Hearing Impairment

Any child with a hearing impairment will be appropriately ~~placed~~ placed-seated in the classroom and all steps taken to ensure their full participation.

Dyslexia

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Autism

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Allergies

All possible precautions will be taken to ensure children with allergies are protected and appropriate steps taken to ensure, should a reaction occur, medical needs can be dealt with safely and effectively.

Asthma

Children with asthma must have immediate access to an inhaler if prescribed by their doctor. This will be kept in the classroom and taken to PE lessons as well as out for break/lunch.

Specific Health Needs

Relevant staff will be made aware of children with specific health needs. These will be recorded in a Healthcare plan and advice sought from Medical Professionals as required.

All teachers are made fully aware of the needs of children with a medical or learning difficulty. Photographs of children with medical needs are displayed in relevant classrooms and kept centrally in the Medical Register.

Medication

Children requiring medication may continue to come into school providing they are fit enough to attend and do not carry the risk of infecting others. All medications will be stored in the locked cabinet in the school office or specific fridge if required.

ADHD

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Physical Needs

All staff will be made aware of a child with physical needs and all necessary training provided to staff. Adjustments will be made where needed after advice has been sought from relevant services and risk assessments made e.g. ramps.

Mental Wellbeing

All staff will be made aware of a child who may be in need of support regarding mental wellbeing and nurture staff deployed to support the child and advise class teachers. A referral or support may be requested through the Emotional Wellbeing Team if needed.

Three Focus Areas

School Curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

School Environment

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Written Environment

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

[We will also be considering how we can provide information to pupils and their families where English is not their first language.](#)

Provision Consideration

This plan was based on the needs listed above and the access audit – See Appendix 1.

- Preparation for entry to school.
- The curriculum - teaching and learning.
- Classroom organisation.
- Timetabling for individual and groups of children.
- Access to site facilities.
- Sports facilities.
- Access to school trips and residential.
- Access to clubs and extended day.
- Access to future buildings.
- Policies
- Playtimes and lunchtimes
- Assessment and examination arrangements
- Discipline procedures – rewards and sanctions
- Preparation for the next phase of education
- [The ways in which information is shared including reports and a Parent's evenings.](#)

Information Gathering

The school will endeavour, through a variety of means, to ensure that it has gathered as much information as possible about children, both before entering school and whilst they are on roll, in order to ascertain any physical or ~~other-mental~~ impairment.

This is carried out through a [the admission pack, visits to pre-schools or phone calls to the pupil's current school letter requesting information](#). Then an annual review of information held will be sent to parents for checking and the addition of any further information_.

SCHOOL CURRICULUM

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure full access to the school curriculum for children with a disability.</p>	<p>Coxheath offers a <u>differentiated</u> curriculum <u>which is adapted</u> for children of all abilities and uses specific resources to ensure certain children are able to access the curriculum fully.</p> <p>Systems for transition into school from pre-school are well planned to ensure the school can plan for all needs.</p>	<ul style="list-style-type: none"> Ongoing training for specific staff as required to ensure all children's needs are met <u>including planning for children joining the school.</u> Senco/Senco assistant <u>SEND team</u> to carry out screening of children to identify needs. Teaching staff <u>and</u> Senco to work alongside professionals to support children's needs. Class teachers to ensure children's additional needs are written on class provision maps or personalised plans and in their Learning Plans <u>and</u> actioned as appropriate. Aids sourced to support children as part of their daily routine e.g. timers/cushions. Class teachers take specific needs into account when planning seating or children and curriculum design. <u>Continue to dDevelop system for sharing information for in-year pupil transfer. evelop the range of ICT applications</u> 	<p>SLT SENCO Teachers Nurture Staff <u>Assistant Head for Inclusion</u></p>	<p>Ongoing throughout the year.</p> <p><u>System for in-year pupil transfer to be in place in Nov 2021.</u></p>	<p>Children's needs identified and actions ensure children can fully access the curriculum and make expected progress.</p>

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		<p>that are used to enable children's work to be adapted and ensure staff have appropriate training.</p> <ul style="list-style-type: none"> • SEND team to continue to develop the range of interventions available to include Sensory Circuits and Zones of Regulation – ensuring staff are trained and resources are available. • Whole school Autism Awareness training. • Trust Assessment work on identifying the needs of children recorded as working below to ensure correct access to provision and personalised curriculums. 			
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SCHOOL ENVIRONMENT					
Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain the school environment to meet the needs of all children.</p>	<p>Nurture TA and nurture provision ensures all children have support coming into school and are settled before entering the classroom.</p>	<ul style="list-style-type: none"> • To have a dedicated Nurture space available each day, timetabled access to the bus and an adult there to talk to. • Develop bank of resources available in the meeting room and on the bus. 	<p>Nurture team SLT</p>	<p>July 20242</p>	<p>Nurture space available to all children and being accessed as appropriate. Staff to have access to a bank of resources to support</p>

	Develop Nurture provision at unstructured times of the day for children who may need time away from the playground.	<ul style="list-style-type: none"> — Training for staff in strategies to support pupils. • Pupil's needs are considered when planning to move classes/new classrooms. • High quality provision for all children 			<p>children when needed and ELSA not available.</p> <p>Children use their purple cards to speak to a range of staff members.</p> <p>New classes are accessible to all.</p>
Maintain school interior and exterior environment to meet the needs of children, staff, parent and carers.	Whole site can be accessed by all children	<ul style="list-style-type: none"> • Ensure the ramp in the wooded area and ramp to the classroom in EYFS are s around the school are maintained, and are free of leaves, mud and stones. • Ensure LIFT is maintained. • Ongoing training for any additional needs and adaptations made as required. Access visits for new pupils as required. • Development of areas of the school site including the playground, garden and pond areas so that they are better used and accessible to all. • Development of resources for and training for staff to understand the needs of and support pupils with VI, HI, Autism and diabetes when pupils transition to a new class. • Planning for any work minimises disruption to 	SLT Site manager Senco	Ongoing throughout the year. To be reviewed on site walks and any access visits for new pupils.	<p>Children are able to access all areas of the school site.</p> <p>Appropriate resources are available and staff are confident to support pupils.</p>

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		pupils and their needs are considered in new buildings.			
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SCHOOL WRITTEN ENVIRONMENT					
Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
All children can access information in visual signage	<p>Clear visual signage on all toilets.</p> <p>Visual timetables and task management boards used within classrooms.</p> <p>Visual signs used as appropriate across the school.</p> <p>Exit routes well marked.</p>	<ul style="list-style-type: none"> • Staff to be aware of needs of EAL learners in their classes — Working walls and resources to be updated regularly. • Addition of EAL signage around the school. <u>Staff to be aware of needs of EAL learners in their classes and how to support them.</u> • Ensure visual classroom labelling on trays and resources is consistent and accessible to all. • Training from Speech and Language Therapists to support language in the environment and use of 	<p>SENCO</p> <p>Class Teachers</p> <p>TAs</p>	End of term 42	Visual communication ensures all children can confidently access the learning and school environment.

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		Communication boards and books developed.			
Improve the delivery of written information to parents/guardians.	<p>Open door policy where parents/guardians feel confident to approach staff for support. Staff at main gate twice daily.</p> <p>School CAFSO/FLO available throughout the day to support parents/guardians.</p> <p>Senco supports with form completion and analysis of reports from other agencies.</p> <p>Teachers available at the class door daily.</p>	<ul style="list-style-type: none"> • Support parents/guardians to read written information on request. • Teachers to verbalise important messages to parents if they know they do not have strong literacy skills or ask CAFSO/FLO to pass on. • SLT to research possibility of other translation when requested. • Office to support parents to sign up for newsletters etc and completion where requested. • CAFSO to support families to apply for Free School Meals. • Senco to develop written reports to parents 3 x year and when assessments are completed. 	SLT Parent Council	September 2024 ²	All parents/guardians can confidently access school updates and achievements. Feedback from Parent Council and Parent Survey.

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Appendix 1

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Access to school environment	All areas of school are accessible to all children.	Ensure the ramp in the wooded area and ramp to the classroom in EYFS are maintained and are free of leaves, mud and stones.	SLT Site manager	On-going

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		<p>Ensure any ramps to classrooms <u>on the site</u> are regularly checked and maintained.</p> <p><u>Development of the EYFS outdoor area – access for all pupils to be considered in planning.</u></p> <p><u>New classrooms and any building work to minimise disruption to pupils.</u></p>		
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	<p>Corridors to be tidy and free from obstructions.</p> <p>Staff to consider if doors are too heavy for anyone to use themselves and inform SLT.</p> <p>Classroom and corridor access to be planned ahead for disabled pupils.</p> <p>If inviting a parent into school who uses a wheelchair – access to the place of meeting needs to be considered and planned ahead.</p>	<p>All school staff</p> <p>SENCO</p> <p>FLO/Class teachers</p>	<p>On-going</p> <p><u>July 2022</u></p> <p><u>When needed.</u></p>
Signage	Clear signage in school relating to emergency exits and toilets.	<p>Review all other signage to ensure accessible to all.</p> <p>Review and consider increased EAL signage.</p>	SLT	<p><u>April 2024</u>Jan 2022</p>
Alarms	All children and staff have the ability to distinguish between fire and lockdown alarms	<p>Both alarms to be sounded at regular intervals and fire/lockdown drills actioned 3x per year.</p> <p>Ensure disabled pupils know how to respond and adults help in lockdown – PEEPs completed</p>	<p>Site manager</p> <p>SLT</p> <p>SENCO</p>	<p>On-going</p> <p><u>PEEPs written at start of academic year and updated as needed.</u></p> <p><u>By end October 2021</u></p>
Access to Curriculum	Ensure all children can equally access curriculum.	<p>Learning walks and book scrutinies monitor curriculum access.</p> <p>Tracking of EAL pupils using Kent Steps and access to preteaching groups.</p>	<p>SLT</p> <p>Curriculum Leaders</p>	<p>On-going</p>

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		Quality First Teaching strategies in place as identified in the SEND Review. Children identified who may be working below their year group curriculum and additional support identified. High Needs Funding applied for when a pupil requires a personalised curriculum. Staff Development Day on adapting the curriculum January 2022, ongoing training since then including the use of ICT applications.	Senco	
Parental Access to school information	Ensure all parents/guardians have equal access to school information.	Investigate the number of parents who would benefit from information being translated.	SLT Parent Council	Jan 2022 April 2024 2
Conversion of the double decker bus into quiet space and library	Ensure all children will be able to access the bus areas – can they move around and get on/off/up the stairs.	Site team and bus working party to seek advice where needed about access adaptations e.g. step up into the bus, space inside and access to the upper deck.	Site manager Headteacher	Ongoing as project develops

Cross Reference

Please also see the school Inclusion Policy, Health and Safety Policy, Racial Equality Policy, Equal Opportunities Policy and Admissions Policy.

Procedures adopted by the school in the event of wishing to exclude a child from part of the curriculum, club or school activity

Every possible effort will be made to include all children in all activities in the curriculum and those associated with the school but there may be circumstances when this is not possible.

These are:

- When health and safety of the child is at risk
- When the health and safety of another child is at risk