

Access Plan for Cedars Primary School (from 2022 - 2025)



Overview

Under the provisions of the Equality Act 2010 this school recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our SEN and Single Equality Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

Objectives

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

Strategy

1. The school will identify the nature of the school population including pupils already in school and moving through it and the nature of the future intake using advance information from preschools/nursery schools.
2. The school will audit the school's strengths and weaknesses in working with disabled pupils to include, the level of staff awareness of Equalities legislation; areas of the curriculum to which disabled pupils might have limited or no access.
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits.
4. The school will review the building and identify parts of the school to which disabled pupils have no or limited access.
5. The school will consider the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines and the physical environment of the school.
6. The school will review the ways in which information is currently provided for disabled pupils.
7. The school will report its findings to key stakeholders without breaching confidentiality.
8. The plan will be informed by the views and aspirations of disabled pupils themselves their families and the priorities of the local authority.

Overview - The plan

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving access to;

1. The physical environment.
2. Access to education, facilities and services.
3. Access to information usually provided in written form, and it will set out strategies for;
4. Monitoring, evaluating and reviewing the plan over a three year cycle.

Audit

The school will use the following audit to assess its strengths and areas for development alongside other sources including;

1. Children's entry application forms
2. End of Key Stage results
3. Pupil, Parent and Staff consultations/ questionnaires
4. Multi-agency meetings
5. Health and Safety Inspections

The school is on one site. The school is single storey on the north side of school and double storey on the south east side of school. There are access points all around the school with the main entrance on the north-west side, here there are disabled parking bays. The hall is in the centre of the building with access for all. All entrances to the building are either flat or ramped. The main entrance is fully accessible to wheelchair users. There are two disabled toilets available, one near the entrance and one in a fully fitted disabled friendly bathroom on the lower floor. This bathroom is also fitted with a changing bed and emergency pull cord. The school has emergency internal signage and escape routes are clearly marked. There is a lift in the centre of the building if a child needs to travel from the lower floor to the hall or main entrance, but there are several emergency exits on both floors.

Part 1: Physical environment

1. Upper floors – are areas accessed by steps. Do we have upper floors or areas accessed by steps? Have we assessed the implications of physically disabled pupils accessing them? YES
2. Lifts – If we have lifts is there an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure? YES
3. Does the school need to plan to improve access for power chair users in accessing the school site? e.g. gardens, nature trails, ponds etc. YES, adapt as needed.
4. Are there allocated parking spaces for the parents of disabled pupils and do we ensure that the space is not used inappropriately, or blocked by other vehicles? YES
5. Are there any heavy doors, cluttered corridors that might be barriers to access? Where classroom space is tight, have adjustments been made to the classroom layout in order to facilitate access? YES
6. Will some disabled pupils need specialist furniture in order to access the curriculum? (Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment). SEND SS will advise school as needed.

Part 2: Access to the curriculum and learning

1. Are all areas of the curriculum available to pupils regardless of their disability? ongoing
2. Where an activity cannot be made accessible or would be inappropriate is an alternative activity planned for? YES
3. When we plan to improve access to the curriculum have we identified any reasonable adjustments needed to offer an equality of opportunity. YES
4. Do we offer and plan specific staff training which will improve access to the curriculum to overcome the impairments of our disabled pupils. YES
5. Do we have plans and allocated funds for purchasing specialist equipment that will increase access to the curriculum for disabled pupils? E.g plans for writing slopes and pencil grips, or adjustable desks and chairs. YES

6. During our monitoring evaluation and review strategy for classroom observation do we review the participation of disabled pupils during lessons and use observations to inform future developments in inclusion? YES
7. Access to school visits can be problematic for some disabled pupils. Do we keep the school's visits policy under review and use accessible venues and transport providers? YES
8. Are the needs of pupils with hearing and visual impairment considered – hearing loops in classrooms, large print texts, ICT equipment and computers? YES

Part 3: Access to written information

- Are there plans in place to investigate and provide software to support learners with reading difficulties? YES
- Are we proactive in increasing staff awareness of font size and page layouts to support pupils with visual impairments? YES
- Has the school library been audited to ensure the availability of large font and easy read texts which will improve access? YES
- Has the signage around the school been audited to ensure it is accessible to all? YES

Other Policies

It is important that the Access Plan is read in conjunction with the SEND Policy, SEND Information Report and the Local Offer Entry.

NB

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Access Plan – please see appendix for questionnaire results

Part 1:

Physical Access

Item	Activity	Timescale	Outcome
1.	Access to parking bays near building Bays created and clearly signed	On going	
2.	Wide doorways and corridors New build provides space for class movement and storage where necessary	On going	Clear access for all
3.	Accessible disabled toilet Link created from new build into disabled bathroom	On going	Clear access for all
4.	Improve reception facilities Are there suitable facilities available in and around reception area	On going	
5.	Light switches, power outlets, emergency alarm buttons and lifts All are installed and serviced on a regular basis	On going	

Part 2:

Curriculum Access

Item	Activity	Timescale	Outcome
1.	Training for teachers and TAs on differentiating the curriculum Several staff audits completed in 2017 Annual reviews held and training planned for relevant staff, SSAs	On going	Increase access to the curriculum. Staff fully meeting the needs of children with disabilities
2.	Out of school activities ensure inclusion Staff aware of visits protocol and policy for inclusion, discuss visit with DHT and complete risk assessments	On going	All children have safe access to the class educational visits
3.	Classrooms are clearly organised to support the participation and independence of all learners Review layouts, especially in new build. All staff review quality equipment to support the learning process in individual classes	On going	Increase in access to the curriculum
4.	Identified training for Awareness Raising of Disability/ Access issues where and when appropriate Review as children and staff move through school	On going	Community benefit from a more inclusive school

Part 3:**Access to written information**

Item	Activity	Timescale	Outcome
1.	Written information in different formats Make available school brochure, letters and other information in alternative formats as requested	On going	All school information available for all Delivery of information to children and parents with needs
2.	Review ICT equipment and programmes for the support of children who are visually impaired SENCO liaising with SSAs, teachers, LA Advisors and ICT Technicians	On going as new programmes become available	Children who are visually impaired can access the curriculum and written information
3.	Review access to information for all learners with regard to Neurodiversity Through the Dyslexia Award, review how children read for information. Address barriers to their learning and provide support resources and quality first teaching to support their reading progress.	On going	School is more effective in meeting the needs of all learners ICT and colour is used to support learning and visual needs