

Canning Street Primary School Accessibility Plan 2020-2023

PURPOSE OF PLAN

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to prevent disabled pupils from being treated less favourably than other pupils:

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

See Public Sector Equality Duty

DEFINITION OF DISABILITY

A Definition of Disability under the Equality Act 2010 states that a person has a disability if:

They have a long term physical and/or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

POSITION STATEMENT

The school will:

- not treat disabled people less favourably for a reason related to their disability
- make reasonable adjustments for disabled people so that they are not at a substantial disadvantage
- provide access to education for disabled pupil

Canning Street Primary School provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse needs of our pupils
- Overcoming potential and existing barriers to learning and assessment for individuals or groups of pupils.

AREAS OF PLANNING RESPONSIBILITIES

- Increasing access for disabled pupils to the school curriculum (*this 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*);

- Improving access to the physical environment of schools (*this includes improvements to the physical environment of the school and physical aids to access education*);
- Improving the delivery of written information to disabled pupils (*this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame*).

CONTEXTUAL INFORMATION

Canning Street Primary School has high ambitions for, and expectations of, all its pupils – including our disabled pupils. We are strongly committed to inclusion consequently we set suitable learning challenges, respond to pupils' diverse needs and do our utmost to overcome potential barriers to learning for all pupils – irrespective of disability, gender, ethnicity, faith or age. We are committed to ensuring that all children feel welcome and are valued. We celebrate diversity and the dignity of difference.

Canning Street Primary School is a single storey building constructed in 2008 and is used predominantly for school purposes. There is wheelchair access to all entrances /exits and a disabled toilet with an emergency alarm pull cord as well as a number of ambulant toilets around the school. There is a sloping access leading to the school field from the playground. Disabled pupils may need support when entering the garden areas on the field due to the surface of the pathways. At present we have no wheelchair dependent children, staff or parents/carers.

THE CURRENT RANGE OF DISABILITIES WITHIN CANNING STREET PRIMARY SCHOOL

The school has children with a range of disabilities. Home visits are undertaken for all new children to our EYFS provision and our SENDCO and Family Support Team contact the relevant professionals regarding any new pupils with additional needs. Staff are well informed of the individual needs of the children whom they work with and regular training and CPD takes place in school to inform staff of different medical conditions and Special Educational Needs and Disabilities. Children with medical conditions have an up to date Care Plan which is agreed with parents/carers, with support from the school health team if required. We hold regular review meetings for children with SEND and meet with staff from other settings/provisions at transition times.

We also have pupils with a range of learning difficulties and communication disorders. We liaise with a range of professionals to ensure the best possible access to a high standard of education for children with a disability. Through effective communication and relevant CPD, staff are aware of the issues faced by our pupils and act to resolve them e.g. using visual timetables, adapting teaching to meet individual needs in lessons, appropriate resourcing etc.

INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

This 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.

Improving teaching and learning lies at the heart of any school's work; through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within a range of teaching groups.

We encourage all children to participate in extra-curricular activities and we offer a range of after-school clubs which children can choose according to their age and interests. We offer the opportunity for children to attend a wide range of trips and visits and support children with disabilities to take part. Risk assessments are completed for all school visits and support is provided for a child with a disability to be included.

(See Access, Cohesion and Inclusion Strategy)

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the school and physical aids to access education.

We have a purpose built school to meet the needs of all pupils.

There are no signs in Braille but it would not be prudent to spend vast sums of money providing all signs in Braille when we have no children, staff or parents/carers who have a need for this.

Provision, in exceptional cases, will be negotiated when the child's specific needs are known.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils we can present materials in different ways according to need. We can use:

- Larger print
- A range of coloured backgrounds relevant to the need
- Oral representations

PROVISION IN AN EMERGENCY

We have regular evacuation practices for all children and staff. Individual needs are taken into account and when necessary individual evacuation plans are put in place with staff allocated to support children with additional needs and/or disabilities.

CONCLUSION

Canning Street Primary is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils.

Kathryn Herron
Headteacher

December 2020

To be reviewed December 2023