

# Accessibility plan

## Cheam Fields Primary Academy



**Approved by:** Local Governing Board

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### 1. Aims

Cheam Fields 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 school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff 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 i.e. hearing impairments services

Our school'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.

## 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. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</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>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are</p>	<p>Training for specific staff including medical</p> <p>ASD</p> <p>Speech and language</p> <p>Nero cognition</p> <p>Behaviour Therapies such as Talk and draw, ELSA,</p> <p>Trauma Training</p>	Audit of CPD needed.	SENCo and HT	Ongoing subject to learning needs	<p>List of areas staff feel they would like training for.</p> <p>Training impacts on the learning for children with specific needs.</p>

	<p>appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Exits</li> <li>• Elevators and stair lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Lunch time equipment i.e. utensils</li> </ul>	<p>To ensure that children with specific learning disabilities and needs have the correct equipment and classroom environment to meet their needs.</p>	<p>Review and audit equipment that is required for specific needs such as: 'concentration stations', break out spaces, wobble cushions</p> <p>Make a space in school for a sensory tent area</p>	<p>CT SENCO HT</p>	<p>Ongoing to 2020</p>	
		<p>To improve the visibility of yellow lines</p>	<p>Repaint all yellow lines on playground to help with visibility</p>	<p>SLT</p>	<p>Ongoing to 2020</p>	<p>Yellow lines visible</p>
		<p>To ensure that the lift and stair lift is operational at all times.</p>	<p>Annual maintenance checks to occur.</p>	<p>Site manager</p>	<p>Annually</p>	<p>Lift is safe and usable at all times</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p><i>Staff are welcoming and happy to invite parents and visitors into school</i></p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources are available</li> <li>• Induction loops</li> <li>• Interpreter service for parent workshops/consultation and special events</li> <li>• Microphone and hearing aid device</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To improve signage around school including visual clues to aid visually impaired</p>	<p>Use photos to create door signs to inform pupils, new staff, visitors of the school's particular use for the room and for them to identify important rooms</p>	<p>SLT SENCo</p>	<p>Sept 2018</p>	<p>Signs to be used around school to identify the use of individual rooms.</p>
		<p>Improve communication at the front door.</p>	<p>Display pamphlets which are available at the front reception to direct parents and visitors to local support networks e.g. 'child trust'</p> <p>Ensure that Twitter feed and other forms of communication are representative of the full range of children who attend the school</p> <p>Have a school prospectus that is representative of the full range of children who attend the school</p>	<p>SENCo SLT CT</p>	<p>Sept 2018</p>	<p>Pamphlets on display</p> <p>Twitter feed showcases the successes and achievement of all children</p> <p>Prospectus complete.</p>

#### **4. Monitoring arrangements**

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

It will be approved by the Local Governing Board

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to KS2 with steps.	Lift and stair lift already in place. Annual maintenance checks to occur.	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	ongoing and termly checks
Signage	There is a good level of signage in and around the school.	Use photos to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.  To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Sept 2018
Fire alarms	Currently auditory alarm in place	Fire alarms already in place. Annual maintenance checks to occur.  Arrange fire safety training for all staff	Site manager SBM	On going to 2020
Doors	Entrance gates are accessible for people standing and sitting in a wheelchair. Entrance doors into school are not accessible	When doors are replaced consideration for wheelchair access should be given so that they will be accessible for all.	Site manager SLT LGB	On going to 2020

Emergency escape routes	Labelled well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On going to 2020
Parking bays	There are two designated disabled parking bays	These should be kept clear to allow for disabled parking at all times	Site manager SLT	On going to 2020