



Charlton Manor Primary School

Accessibility Plan

2017-2020

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. This plan will be reviewed every three years.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Charlton Manor Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

'Our school motto is 'Res non Verba' which means 'deeds not words' and with this attitude we aim to make a positive contribution in our school and throughout the community.

Our mission at Charlton Manor is to empower, care for and support children in a positive manner, with hard work, enjoyment and creativity being at the heart of our teaching.

We strive to ensure all pupils become autonomous, imaginative and collaborative learners. We aim to meet the needs of every child and centre our learning so that they can achieve their full potential now and in the future.

Pupils are equipped with skills for life to enable them to be motivated, confident, driven and independent individuals by offering an enriched innovative and relevant curriculum - with extensive and unique facilities and opportunities.

We are committed to raising attainment at Charlton Manor and we believe there is no limit on learning, success and children's development.'

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved. It has been informed by analysis of pupil and staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Charlton Manor Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Teaching & Learning
- Disability Equality Scheme
- Equal Opportunities
- SEND
- Health & Safety

- Behaviour Management
- Anti-Bullying

The Accessibility Plan

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist seating and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school Inclusion Manager and Behaviour Manager provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Waterside Outreach Team
- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered at Charlton Manor Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Plan is reviewed annually by the Governors' Premises and Health & Safety Committee.

Overview of Areas within Accessibility Plan and Current Position

Basic needs Barriers	Charlton Manor Primary School is inclusive for all members of its community by meeting their basic needs.
Learning Barriers	Charlton Manor Primary School is inclusive for all members of its community through removal of barriers to learning.
Emotional Barriers	Charlton Manor Primary School is inclusive for all members of its community through the removal of emotional barriers
Behavioural Barriers	Charlton Manor Primary School is inclusive for all members of its community by removing behavioural barriers within the limits of mainstream provision and where necessary through outreach work
Physical Barriers <ul style="list-style-type: none"> • Mobility issues • Visual impairment • Hearing impairment • Medical issues 	Charlton Manor Primary School plans to increase access for all members of its community by removing Physical barriers
Ethnic Barriers	Charlton Manor Primary School is inclusive for all members of its community from whichever background. We recognise diversity and celebrate difference.

Basic Needs

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale Funding	Desirable Outcomes
1. To arrive at school safely, regularly and on time.	Attendance and Lateness policies. Support from the Attendance Advisory Service (AAS)	School admin staff, teaching assistants, Attendance Officer	Ongoing Delegated budget	Charlton Manor school is truly inclusive for members of its community by meeting their basic needs. Children can get to school safely, are fed and feel safe and comfortable within school
2. To have appropriate food and drink	Breakfast club. Fruit for KS1 (Govt initiative) Milk for KS1 Free school meals for pupils in KS1 Healthy snacks KS2	Breakfast Supervisors Teachers, Teaching assistants and Midday Staff	Ongoing Government funding Parental contributions	
3. To be safe and physically comfortable	Counselling PSHE & Circle time Mentoring Peer mentoring After school clubs Swimming	Counsellors SENCo Inclusion Team TAs Teaching staff Peer Mentors Outside agencies: Police, Fire Brigade, Rail Safety	Ongoing School budget	

Removing Learning Barriers

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. Pupils' learning needs identified and catered for.	Targets, analysis of tracking, teacher observations, PLPs	SENCo Class Teachers and Teaching Assistants Pupils	On going	Charlton Manor School is truly inclusive of members of its community with learning disabilities All members of the community are able to access learning through the removal of barriers to learning
2. Work in partnership with parents and pupils	Home / School Partnership Homework diaries and reading records School Council	Parents SENCo Class Teachers and Teaching Assistants Pupils	On going	
3. Access appropriate external resources and advice.	As appropriate and required following parent/teacher or parent/SENCo discussion	SENCo and Inclusion Team	On going Through LA and School Local Offer	
4. Embrace new initiatives if appropriate	As appropriate and required	As required	As needed	
5. Monitor and evaluate our provision	School Based Review Analysis of data / value added.	SMT / Governors	School Budget and Standards fund	
6. Ensure that parents/ carers disabilities are recognised and catered for by the school	Review communication - vocabulary used, presentation	Staff / Governors / Parents	On going	

7. To have resources appropriate to children's learning needs	Identify areas where resources are insufficient	SENCo	School budget (SEN)	
8. To deliver the curriculum with regard to children's different learning styles	Insets for staff on different learning needs and their delivery. Advice from SENCo and Outside Agencies	SENCo	School Budget (Staff development)	
9. That children have the right environment for learning	Inset for staff on Learning Environments and children's states	SENCo, Teachers, Teaching Assistants	School Budget (Staff development)	

Removing Emotional Barriers

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. Pupils' emotional needs are identified and catered for	PLPs and Pupil Profiles PSHE & Circle Time Nurture Group Social Skills groups Listening & Talking with children Solution Focused work Individual counselling Peer Supporters Playground detectives	Teaching Staff and SENCo Teaching Assistants with training Multi-agency groups Children Counsellors, Educational Psychologist	On going School Budget	Charlton Manor school is truly inclusive of members of its community with emotional disabilities All members of the community are able to access the support of the community
2. Work in partnership with parents and children	Home / School Partnership Homework diaries School Council	Parents SENCo Class Teachers and Teaching Assistants Pupils Governors	School Budget On going	

3. Access appropriate external resources and advice	As needed	SENCo and Inclusion Team Educational Psychology	School budget As required
4. Embrace new initiatives as appropriate	As appropriate and required	As required	As needed
5. Monitor and evaluate our provision	Rates of exclusions, Value added Attendance	SMT / Headteacher / Governors	School Budget
6. Ensure that parents/ carers disabilities are recognised and are continue to be supported	Consultations with parents Talking & Listening Multi-agency referrals Coffee mornings	Headteacher All staff	School Budget On going Quarterly monitoring

Removing Behavioural Barriers

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
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1. That pupils' behavioural needs are identified and catered for	PLPs and Pupil Profiles PSHE & Circle Time Nurture Group Social Skills groups Listening & Talking with children Solution Focused work Individual counselling Playground Pals Playground detectives Rewards - stickers, Gotchas, House Points, Certificates Clear system of warnings and sanctions	Teaching Staff and SENCo Teaching Assistants with training Multi-agency groups Children Educational Psychologist	On going School Budget	Charlton Manor school is truly inclusive of children with behavioural disabilities within mainstream provision. All members of the community are able to access learning through the removal of barriers to learning
2. Access appropriate external and county resources and advice.	As needed	SENCO, Behaviour Manager, Inclusion Team,	As needed	
1. To embrace new initiatives as appropriate	As appropriate and required	As required	As needed	
2. To monitor and evaluate our provision	Rates of exclusions, Value added Attendance	SMT / Headteacher / Governors	School Budget	
3. To work in partnership with parents and children	Policies for Behaviour and Anti-Bullying. Whole-school strategies in place for rewards and sanctions.	All school staff, parents, children - School Council	School Budget	
4. To facilitate any need including medicines, physiotherapy etc.	Training on the correct, safe and legal way to manage medicines in school	Members of staff who have had 1 st Aid training	On going School staff development budget	

5. To be able to use physical restraint safely and correctly if required	Training on the correct, safe and legal use of reasonable force to restrain pupils if necessary.	Key members of teaching staff (Headteacher)	School staff development budget	
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Removing Physical Barriers 1 - Mobility

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. For all members of the school community to be able to access buildings	To make present accommodation as accessible as possible. To have regard for physical barriers when planning new building work or refurbishments	SMT / Governors premises sub-committee	School Budget / Capital grant As required	Charlton Manor School is truly inclusive of children with mobility disabilities within mainstream provision. All members of the community are able to access learning through the removal of barriers to learning
2. For all members of the school community to be able to access classrooms	To make present accommodation as accessible as possible. To have regard for physical barriers when planning new building work or refurbishments	SMT / Governors premises sub-committee	School Budget / Capital grant As required	
3. For all members of the school community to be able to access toilets	To make present accommodation as accessible as possible. To have regard for physical barriers when planning new building work or refurbishments	SMT / Governors premises sub-committee	School Budget / Capital grant As required	

4. For all members of the school community to be able to have appropriate furniture and equipment	To make present furniture and equipment as accessible as possible. To have regard for physical barriers when buying new furniture and equipment.	SENCo External agencies	School Budget SEN Budget
5. For members of staff to be able to lift and handle children safely	Manual Lifting training for members of staff	Teaching Assistants as required	School budget As required On going
6. To access appropriate external resources and advice.	As required	SENCo Resources as detailed in LA and School Local Offer	As needed School budget
7. For all members of the school community to be able to access the curriculum	Support from outside agencies when required. STEPs, ASD Outreach, S+L	SENCo Class Teachers and Teaching Assistants Curriculum co-ordinators	As needed School budget
8. For all members of the school community to be able to access appropriate resources	Support from outside agencies when required. STEPs, ASD Outreach, S+L	SENCo Class Teachers and Teaching Assistants Curriculum co-ordinators	As needed School budget
9. For all members of the community to have access to physical programmes	As required in PLPs Statements or EHC Plans or advised by health professionals	SENCo Physiotherapy Occupational therapy	As needed School budget Multi-agency budgets
10. To maintain the Health and safety of all members of the community	To ensure that all evacuation routes are accessible for people with mobility difficulties	HT / Governors Site manager / Caretaker	As needed School budget

Removing Physical Barriers 2- Visual

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. To have effective communication with home	Documentation in Braille / font and minimum size type	SENCo Advisory teacher for Visual Impairment;	On going SEN Budget	Charlton Manor School is truly inclusive of children with visual disabilities within mainstream provision. All members of the community are able to access learning through the removal of barriers to learning
2. To have effective access to the curriculum	Resources in Braille/ font and minimum size type / Appropriate Colour scheme Modified materials	SENCo Advisory teacher for Visual Impairment;	On going SEN Budget	
3. To have effective access to the physical environment	Appropriate Colour scheme Tactile trail / Signs	SENCo Advisory teacher for Visual Impairment;	On going SEN Budget	
4. Access appropriate external and resources and advice.	As required	Advisory teacher for Visual Impairment;	As required	
5. To have appropriate furniture and equipment	As required	Advisory teacher for Visual Impairment;	As required	
6. To maintain the Health and safety of all members of the community	To install appropriate signage and alarms	Advisory teacher for Visual Impairment, Fire brigade / Alarm company	On going	

Removing Physical Barriers 3 - Hearing

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. To have effective communication with home	To take advice on identifying and improving communication	Advisory Teacher for Hearing Impairment	As required School Budget	Charlton Manor School is truly inclusive of children with hearing disabilities within mainstream provision. All members of the community are able to access learning through the removal of barriers to learning
2. To have effective access to the curriculum	To take advice on identifying need and improving access to the curriculum Teacher / Teaching assistant to be trained to sign as necessary	SENCo Advisory Teacher for Hearing Impairment Class Teachers and Teaching assistants	As required School Budget Staff development budget	
3. To have effective access to the physical environment	To take advice on identifying need and improving access to the physical environment	SENCo Advisory Teacher for Hearing Impairment	As required School Budget	
4. Access appropriate external and resources and advice.	As required	SENCo Advisory Teacher for Hearing Impairment;	As required School Budget	
5. To have appropriate furniture and equipment	To take advice on identifying need and providing appropriate furniture and equipment	SENCo Advisory Teacher for Hearing Impairment	As required School Budget	
6. To maintain the Health and safety of all members of the community	To install appropriate signage and alarms	SENCo Advisory Teacher for Hearing Impairment Fire brigade / Alarm company	As required School Budget	

Removing Physical Barriers 3 - Medical Issues

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. To deal effectively with Asthma	Supporting Children with Medical Conditions policy shared with all staff and parents Staff training Prospectus	Staff Parents & Children	In Place School Budget	Charlton Manor School is truly inclusive of children with medical needs within mainstream provision. All members of the community are able to access learning through the removal of barriers to learning
2. To deal effectively with temporary health issues (e.g. a course of antibiotics)	Supporting Children with Medical Conditions policy shared with all staff and parents Prospectus	Staff Parents & Children	In place School Budget	
3. To deal effectively with longer term health issues (e.g. bowel disorder, ADHD, HIV+)	Medi-Alert Plan Multi agency work Staff training	SENCo / Class teachers / TAs External agencies School Nurse	As needed School Budget	
4. To deal with whole school health issues (e.g. head lice)	As identified and needed	SENCo School Nurse	As needed School Budget	

Removing Ethnic Barriers

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
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1. Identify and cater for different ethnicity among families at our school	Ethnic monitoring forms Talking and listening to children and adults Providing information in other languages	Ema Coordinator, Inclusion Team	On going EMAG School Budget	Charlton Manor School is truly inclusive for all members of its community from whichever background. We recognise diversity and celebrate difference.
2. Promote positive images and understanding of other cultures	International days Links with international schools PSHE Curriculum / RE	Ema Coordinator International Schools Coordinator PSHE Coordinator	School Budget Delegated funding	
3. To welcome travelling children and to promote continuity of their education.	Provide appropriate resources and distance learning packs where necessary	Class Teachers, subject and phase leaders	School Budget As required	
4. To provide support for children for whom English is an additional language	Provide a range of appropriate materials and tutor support	Ema Coordinator	As required	

