



Accessibility Policy

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Other related academy policies that support this policy include the Behaviour Policy, Learning and Teaching Policy, Equal Opportunities Policy, Health & Safety Policy, Special Educational Needs Policy and Inclusion policy

Accessibility Policy

What is an accessibility policy?

Under the Equality Act 2010 schools are required to have an Accessibility Plan. This Act replaces all existing equality legislation, including the Disability Discrimination Act. The Act states that schools must not discriminate against pupils because of sex, race, disability, religion or belief, or sexual orientation. This Accessibility Plan is listed as a statutory document for schools by the Department for Education; it must be reviewed every three years and must be approved by the Trust or Governing Body of the school. The review process can be delegated to an individual or the Head teacher.

What are our aims?

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our pupils. At Collingwood Primary School, we place great emphasis on valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. We do this through overcoming potential barriers to learning and focusing on outcomes and assessment. We are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Accessibility is the responsibility of the Trust and our Governing Body, its success will be monitored and we will continually develop and implement it.

Please note that this plan may be monitored by Ofsted.

This plan must be read in conjunction with all school policies, in particular Inclusion and SEN.

What we do

At present our school population includes pupils with A.S.D, visual impairment, hearing impairment, dyslexia, epilepsy, asthma, diabetes, renal problems and various allergies. At present we have 42 different languages as first languages spoken at our school. 59% of our pupils have English as an additional language.

Our approach

- Our staff, particularly our SEN teacher, have been trained to liaise with families and to identify their needs on an ongoing basis. We will assess all new pupils, staff and families to ensure that they are able to fully access the school.

- We ask about any health condition or disability in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability and access needs as and when necessary and update this information accordingly.
- We will consult with pupils, staff, families and outside agencies with a view to achieving the above aims. We are aware that the schools future intake of staff and pupils may include individuals with different needs whether that is physical, mental, and educational or language based. We have access to an extensive network of different agencies that can help us to best meet those needs, and our staff seek advice from these agencies.
- We will make plans to ensure that all our pupils can access residential opportunities and off-site visits.
- We inform new staff of the needs of all pupils in the school, and provide all necessary training.
- Our staff have had training in all relevant medical conditions and emergency procedures. We also access training for staff as a particular need arises and will continue to review this.
- We have a policy for Managing Medicines in school, and a Medical Policy.
- We support parents with the transition of their children to special or secondary school.
- All our entrances, exterior and classroom, are wide enough for wheelchair access and most designated points of entry to our school also allow wheelchair access via a ramp.
- Designated areas for disabled parking close to school entrances, and our car parking layout are currently up for review
- We have disabled toilets and designated changing facilities.
- Most of our classrooms have floor coverings that reflect concerns over acoustics (carpets)
- We provide visual explanations and visual timetables for pupils with a range of disabilities, who are in need of structure for their day.
- Our school has a website that has a hyperlink to the HCAT website. Parents can access a comprehensive range of information about the school from the website, including performance data, curriculum information, newsletters and a calendar of events. There is also a direct link to the school's Twitter page that is regularly updated with school events and information.
- A text service to parents is used to communicate messages quickly, and we also access interpreters as and when needed.
- We review our Accessibility plan to comply with current legislation. We will conduct regular school audits on Accessibility and from that prepare an action plan to support our aim to achieve access for all.

What else do we need to do?

Attached to this plan is a copy of the school's action plan which has been compiled following our most recent audit. It may not be able to undertake all the identified works during the life of this plan, and therefore some items may roll forward into future plans. However all works will be prioritised to best meet the most urgent needs of our pupils, staff and families. The Accessibility Policy and accompanying plan has paid special attention to the following:-

1. Curriculum

To expand the **curriculum** as necessary to ensure that pupils with a disability or access need, are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

2. Physical environment

To add specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

3. Communication

To ensure complete access for all staff pupils and families through the diverse use of different communication methods. Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Audit action plan 2019-2022

Time frame	Targets	Strategies	Outcomes
Ongoing	Access to the curriculum	Develop the use of Individual education plans (IEP's)	Standards of achievement are high as pupils are able to access the curriculum
2019/20	Improved information for new pupils and their parents/carers	To review the disability/access aspects of our Induction pack	All pupils and parents/carers are fully informed when they come to Collingwood
2019/20	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, email or send home written information.	Parents with particular needs will be informed of their children's progress.
2019/20	Improved access of information to parents and carers	Improved signage to the school for disabled access and general information	All parents and carers can access the school safely
Summer 2019	Improved access to school	Improved disabled access from the car park to reception	All visitors to the school can access the car park and buildings easily and safely