



CHANGE SCHOOLS PARTNERSHIP

ACCESSIBILITY PLAN 2021-22

CANN HALL PRIMARY SCHOOL

Issue	Date Issued	Date for review
1	Summer 2019	Summer 2020
2	Summer 2020	Summer 2021

The school recognises its duty under the Equality Act 2010:

- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled people at a substantial disadvantage
- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- To publish an accessibility plan

This plan outlines the proposals of the Governing Body of Cann Hall Primary School, part of CHANGE Schools Partnership, to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment if the school is to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- parents of pupils
- employees
- governors
- external partners/stakeholders

Planning Duty 1 – Access to the curriculum

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

As part of Equal Opportunities and our Recruitment Policy, Governing Bodies should undertake an audit of the extent to which staff with disabilities can engage in the delivery of the curriculum on an equal basis with their peers.

Outcome	Action	Timescale	Resources and responsibility
All staff members are fully aware of reasonable adjustments and put these in place for children in order to meet individual needs.	<ul style="list-style-type: none"> Review staff training as necessary Ensure staff are aware of sensory/physical difficulties, especially relating to P.E or extra-curricular. Carefully personalised provision for children for lessons, and home learning (if appropriate) 	<p>Ongoing</p> <p>Reviewed as children with additional needs attend our school.</p>	<p>All staff</p> <p>PE co-ordinator</p>
Consider and carefully plan for any transition for any pupils with SEND, including year groups change, key stage change, change of placement of school.	<ul style="list-style-type: none"> Consideration of rooms, the use of which may need to be changed to maintain inclusive practices Close liaison and information sharing within school for children as they move through the school and with their next setting. This may include taster days 	<p>Ongoing with particular need at the end of each academic year.</p> <p>As new admissions attend our school.</p>	<p>Headteacher, Deputy Head, Assistant Headteachers, SENCo, class teachers.</p>

Outcome	Action	Timescale	Resources and responsibility
To ensure the school continues to develop children's awareness of disability and promote inclusion for all.	<ul style="list-style-type: none"> • Ensure there are learning resources that show positive examples of people with special educational needs and disabilities. • Ensure there are learning opportunities additional to the RSHE curriculum to learn about positive examples of people with additional educational needs and disabilities such as assemblies. • Children to attend and take part in local events such as multi-schools council. 	Ongoing	All staff
To ensure that all school trips (including residential trips where possible) need to be accessible to all pupils and reasonable adjustments are made to meet these needs.	<ul style="list-style-type: none"> • Staff to plan trips / visits which will be accessible for their whole year group. • Seek advice from external sources when required. • Risk assessments to include personalised risk assessment for children with additional needs. 	Ongoing	<p>Headteacher, Deputy Head, Assistant Headteachers, SENCo, educational visits co-ordinator, local business manager, class teachers.</p> <p>External agencies such as Inclusion Partner/ Specialist teachers for support.</p>
Allow all children to have the opportunity to attend additional curricular activities.	<ul style="list-style-type: none"> • Ensure all pupils can take part in additional curricular activities, including school visits, theme days, sports activities, after school clubs. 	Ongoing	<p>All staff.</p> <p>External agencies such as Inclusion Partner/Specialist teachers for support.</p>

Planning Duty 2 – Access to the physical environment

Governing Bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers.

Short, medium and long term action should then be identified to address specific gaps and improve access.

Governing Bodies should undertake an audit of the extent in which staff with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Outcome	Action	Timescale	Resources and responsibility
Ensure that disabled users are able to access all areas of the school.	<ul style="list-style-type: none"> Regular checks of ramps outside classrooms and one kept in the library, handrails, disabled toilets, electronically raised bench. Yellow markings on steps outside year 6. Enlarged clock faces to support children with telling the time. Consider placement of classes depending on free movement around the room for wheelchair and walking frame users. Ensure coat pegs are not blocking access. 	<p>Ongoing</p> <p>Bench repair needed 2021 – completed and working again.</p> <p>Update outside step markings – Summer 2022.</p> <p>Year 6 block pegs to be moved for bulge year – September 2021.</p>	Headteacher, Deputy Head, Assistant Heads, SENCo, Local Business Manager, caretaker.
Children are able to access personal hygiene care within the toilets and classroom	<ul style="list-style-type: none"> Automatic soap dispensers Toilet roll holders on both left and right side Lower hand towel dispensers or electronic dryers. 	<p>Gradual change over.</p> <p>Electronic dryers in most toilets 2021.</p>	Headteacher, Deputy Head, SENCO and caretaker

Outcome	Action	Timescale	Resources and responsibility
	<ul style="list-style-type: none"> Make steps available in the toilets for children who require support getting on and off the toilet. 		
Adults and children with disabilities will be able to leave the school safely in an evacuation.	<ul style="list-style-type: none"> Risk assessments and personal evacuation plans for individual disabled children. Review of Emergency and Evacuation Procedures. Consider the use of spaces when booking meetings and inviting external visitors into the school with disabilities. Personal evacuation plans when and where necessary. 	Ongoing	All staff Jo and Shauna
Everyone has access to school via the front door – especially for access during the school day when other gates are closed and locked.	<ul style="list-style-type: none"> Ensure there is safe access to the door Ensure spare keys available for other gates if needed. Ensure all external gate access points are also clear for additional access. 	Daily	Caretaker, Local Business Manager
All children to be able to access the school resources including the stage indoors and out and forest school area.	<ul style="list-style-type: none"> Investigate the purchase of a ramp for the outside stage. Investigate the purchase of a ramp for the inside stage/ floor level performances where possible. Consider adapting the forest school area for wheelchair users. 	<p>As appropriate</p> <p>Possibility of flooring to create a pathway through forest floor – investigate possibilities.</p>	All staff

Planning Duty 3 – Access to information

Governing Bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Governing Bodies should undertake an audit of the extent in which staff with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Outcome	Action	Timescale	Resources and responsibility
Consider availability of and access to information to blind and hearing impaired stakeholders where necessary	<ul style="list-style-type: none"> Regular assessment of needs. Consideration to font / size / typeset of school correspondence. Use support from external sources when required. Letters and other documents placed on the website for visitors to explore. 	Ongoing	Headteacher, Deputy Head, SENCo, Local Business Manager, all staff. Specialist Teachers advise where needed.
Consider availability of and access to information to English as an Additional Language stakeholders where necessary	<ul style="list-style-type: none"> Admission meetings to build relationships with EAL parents. EAL co-ordinator to provide relevant information to children and families. Adaptions made to communication to parents and carers. 	Ongoing	All staff EAL Coordinator
Consider the availability and access of school resources to parents and carers who struggle with their own English skills.	<ul style="list-style-type: none"> Be aware of families who may require additional support with completing paperwork. 	On-going	All staff

Outcome	Action	Timescale	Resources and responsibility
	<ul style="list-style-type: none"> • Pastoral managers to support families with transition to other placements, I.e. admissions for secondary school. • Class teachers and support staff to have verbal conversation with parents and carers to ensure parents/carers are aware of changes, important information and upcoming events. 		
Provide reasonable adjustments for parents and carers who experience difficulties with their mental health.	<ul style="list-style-type: none"> • Provide access arrangement and alternative meetings other than face to face, including email communication, phone call and Teams meeting. • Refer to external agencies for support where requires such as social care and therapeutic support. 	On-going As and when required	Headteacher, Deputy Head, SENCo, Assistant Headteacher and pastoral staff.