



Cann Hall Primary School

Accessibility Plan

Reviewed policy agreed by LSC on:
Reviewed policy shared with staff on: January 2025
Policy to be reviewed again on: January 2028

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from January 2025 – January 2028. It will be reviewed and kept under review bi-annually and shared with the local school committee.

Cann Hall Primary School

Cann Hall Primary School is a two-form entry school. Cann Hall is a fully accessible school, most corridors are wide and there is level access to most classrooms and where there is not then ramps have been provided where needed. Cann Hall has a nurture room available for children to access with an LSA and a small sensory room.

1. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Cann Hall Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. 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 time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Handbook
- Trust Teaching and Learning document
- Health & Safety
- Equalities policy
- Inclusion Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The Plan will be monitored through the local school committee
10. The school will work in partnership with the trust developing and implementing this plan
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. The Plan will be reviewed bi-yearly

Improving the Physical Access at Horn Park Primary School

Aim	Current good practice	Actions to be taken	Person responsible	Timescale
<p>Improve and maintain access to the physical environment</p>	<p>Cann Hall is a two-form entry school spread across one floor and a separate building for Year 6. Children with mobility differences are able to access most classrooms via level door access from the playground and internal doors or where there is a step via the use of a ramp provided.</p>	<p>One EYFS, two Year 1 and two Year 2 classrooms have stepped access from the main entrance to and from the classroom. Small rubber ramps like the other EYFS doors would be useful for people with reduced mobility or wheelchair users.</p>	<p>Head of School/SENCo/Deputy SENCo</p>	<p>By January 2026</p>
	<p>The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker, to access the school office and ground floor. There is a ramp from the car park to access the pathway at the front of the school. We keep all areas of the school free from clutter and obstructions.</p>	<p>Automatic door broken and not opening meaning a wheelchair user cannot get in without someone manually pulling the heavy door open.</p> <p>The next set of double doors are always locked for safety reasons and have an automatic release at the press of a button but a wheelchair user cannot get through on their own as they need both doors opened and pulled – automatic openers would be much better.</p>	<p>Head of School/SENCo/Deputy SENCo/Site Manager.</p> <p>Executive Headteacher/ Head of School/SENCo/Deputy SENCo/Site Manager.</p>	<p>Immediate</p> <p>Automated Access are due to fix 27.1.25</p> <p>January 2028.</p>
	<p>Car Park has a disabled bay for identified children with physical disabilities.</p>	<p>Bay needs to be moved to the original allocated space. Communication with Little Jimmys about bay use. Communication with parents about not using the bay unless previously agreed as private car park.</p>	<p>Head of School/SENCo/Deputy SENCo/Site Manager.</p>	<p>By end of Feb 2025</p>

<p>Two accessible toilets are located on the ground floor of the school. One at the immediate entrance of the school which has a changing bench. The second accessible toilet is a smaller one within our small hall, near the year 6 block. There is another accessible toilet in the middle of the school in the year 5 girl's toilet which can be used by any year group.</p> <p>The playground is regularly monitored and assessed and play equipment that is accessible such as lower basketball hoops, lower rebound nets are provided.</p> <p>All staff and/or children with short- or long-term accessibility difficulties are risk assessed, and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>In the event of a fire specific members of staff have been trained in moving and handling children with physical difficulties.</p> <p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment</p>	<p>Year 6 don't have a disabled toilet so have to use small hall one or front toilet. Would be better to have a disabled toilet in the Year 6 block.</p> <p>EYFS toilets have sinks that are too high for the children to reach so they have to stand on stools.</p> <p>The taps are also too hard to push – may just need adjusting.</p> <p>Gym equipment – sit down bikes. One of the pieces is broken.</p> <p>Gym Trail – parts keep breaking and completely inaccessible for wheelchair users due to wooden batten edge – look into funding for accessible play equipment.</p> <p>Year 1 climbing area inaccessible for wheelchair users too.</p> <p>Climbing wall not accessible.</p> <p>Outside stage area – year 1 and wooden outside classroom don't have ramps. Look into purchasing briefcase ramps for both.</p> <p>Signage the same as JRJ needed to indicate a push or pull on the doors. Create laminated signs to go on all doors with image and words.</p> <p>Hearing loop to be installed for child due to start EYFS September 2025 so they can use their hearing device, and teachers can wear communication device.</p>	<p>Executive Headteacher/ Head of School/SENCo/Deputy SENCo/Site Manager.</p> <p>Site Manager.</p> <p>Site Manager/SENCO/PE co-ordinator.</p> <p>Executive Headteacher/ Head of School/SENCo/Deputy SENCo/Site Manager.</p> <p>Head of School/SENCo/Deputy SENCo/Site Manager</p> <p>Head of School/SENCo/Deputy SENCo/Site Manager</p> <p>Head of School/SENCo/Deputy SENCo/Site</p>	<p>Beginning of Summer term 2025</p> <p>January 2026</p> <p>January 2028</p> <p>January 2026</p> <p>September 2025</p> <p>June 2025.</p>
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	<p>outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers. If a trip is chosen that isn't accessible, then it will be changed to ensure access for all.</p>		<p>Manager/Teacher of the deaf and PNI Team.</p>	
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Improving the curriculum Access at Horn Park Primary School

Aims	Current good practice	Actions to be taken	Person responsible	Timescale
<p>Increase access to the curriculum for pupils with SEND</p>	<p>Our school offers a well-structured curriculum that is designed to build on prior learning</p> <p>Teachers scaffold the curriculum to ensure children are able to access learning and have a section on their planning formats to ensure children with SEND have the appropriate scaffolds and this is communicated with all staff teaching/covering classes.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Those working significantly below age expectations are tracked using Learning Journeys, a bespoke assessment system developed by Willow Dene School</p> <p>Quality first teaching is the best Intervention for all children. All staff have knowledge of the Ordinarily Available offer and this is used as a first step to ensure all children can access their</p>	<p>LT to continue to monitor through book looks, planning looks, observations, Pupil Progress meetings and discussions with children, teachers and parents.</p> <p>This may include Pupil Voice and Surveys.</p> <p>Parent workshops on specific areas of SEND.</p> <p>Coffee morning for parents of SEND to share information and training.</p> <p>Provision map to be used with a tiered approach to Pupil Passports and One Planning using TES Edukey –</p>	<p>CT/Subject Leaders/Phase Leaders/LT</p> <p>SENCo/ School Office.</p> <p>Trust lead for SEND/SENCO/Deputy SENCO.</p> <p>SENCo/Deputy SENCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>January 2026</p> <p>January 2026.</p>

	<p>curriculum and learning even those with diagnosis.</p> <p>Where children have additional needs well planned interventions are pitched at the next step in learning to enable children with SEND to make good progress. The Additional School Intervention section of the Ordinarily Available framework is also referred to at this stage.</p> <p>Interventions are evaluated termly, and targets are reviewed used TES Provision Maps and EDUKEY One Planning.</p> <p>Each classroom uses a universal visual timetable and a calm zone for children to take sensory breaks as needed.</p> <p>Termly pupil progress meetings allow teachers and the Leadership Team (LT) to discuss provision for children who may need additional support.</p> <p>Regular support from outside agencies, including, Inclusion Partners, Educational Psychologist, Speech and Language therapy, Essex Family Wellbeing Service and NELFT.</p> <p>Staff undertake yearly training in EpiPen, asthma and epilepsy. Specific staff in school</p>	<p>embedded across the school and parents to understand this process.</p> <p>Trial using technology to support children's access to the curriculum specifically accessible reading programmes.</p> <p>Provide better understanding of different needs to the teachers and children, this will be achieved through:</p> <p>The Abilities in Me books as they are shared around the school.</p> <p>SEND Assemblies.</p> <p>SEND Training for staff about Neurodivergence – National College training/Multi-schools council.</p>	<p>LT/Trust Lead for SEND/ SENCO/Deputy SENCO</p> <p>Trust lead for SEND/LT/ SENCO/Deputy SENCO/Multi-schools council.</p>	<p>January 2026</p> <p>Spring 2026</p> <p>Spring/Summer 2025</p> <p>Ongoing</p>
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	<p>have also had training for diabetes and Sickle Cell.</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p> <p>Nelli and WELLCOMM has been implemented and is supporting children's speech and language development.</p> <p>Cann Hall has Specialised Speech and Language support from GH Talking, paid for by the COMPASS East schools.</p> <p>Links with the local Multi-Schools Council means children will continue to have an increased understanding of different disabilities and conditions.</p>			
All out-of-school activities are planned to ensure the participation of the whole range of pupils	<p>Children with EHC plan's access after school clubs with additional support provided via Sports Premium funding.</p> <p>Children with EHC Plan's are thought about carefully during planning phase of trips to ensure access for all.</p>	Review all out-of-school provision to ensure compliance with legislation.	LT/SENCO/Deputy SENCO/ Sports Co-ordinator.	January 2026.
Improving the Delivery of Written Information				
Aim	Current good practice	Actions to be taken	Person Responsible	Timescales

<p>To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders</p>	<p>The school currently uses a range of ways to communicate with parents such as newsletters, email, text, social media and posters on the classroom/SEND/front office doors.</p> <p>Leaders are visible and available to answer questions and talk to parents at the beginning and end of the school day as these members of staff are on the gates.</p> <p>Parents can email any teacher or leader if they have any queries either directly to their emails or via the CHContact mailbox.</p>	<p>Using technology to translate communication for parents who are not fluent in the English language or seek support from translators as necessary.</p> <p>Have welcome signs at the front of the school in different languages.</p> <p>Develop simple video/audio guides to support parents to navigate:</p> <ul style="list-style-type: none"> • Secondary transfer • Application for EHCP • Annual reviews <p>Send surveys/emails to parents to encourage feedback for SEND services in the school.</p>	<p>Office Lead/SENCO/Deputy SENCO</p> <p>SENCO/Deputy SENCO</p> <p>Trust lead for SEND/SENCO/Deputy SENCO.</p> <p>SENCO/Deputy SENCO.</p>	<p>Ongoing.</p> <p>January 2027</p> <p>January 2027</p> <p>Summer 2025 and ongoing.</p>
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