Charnwood Primary Academy

Here at Charnwood Primary Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under the Education and Inspections Act 2006:

- We welcome our duty to promote community cohesion.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

As a school we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion ensuring that all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress**.**

- 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 Equality 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 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 hand outs, 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.

The school building met the current building regulations in 2009 as well as DDA guidelines.

Physical Access:

The school can be accessed by the automatic doors at the front of the building. The lift can be used to access upper floor. There are disabled toilets on both floors. All doors are accessible by wheelchairs.

Lighting:

The school is very bright and well lit. All rooms have adequate lighting and good natural light. Where needed, rooms have been fitted with blinds to enable optimal use of interactive whiteboards. Classrooms have automatic lighting systems.

Toilets, Changing and Washing Facilities:

We currently have disabled toilets for staff and pupils. The washing facilities for the pupils and staff are located within the toilets.

Playground and Common Areas:

The playgrounds are easily accessible, all on one level, consisting of both grass and tarmac.

Furniture/Equipment:

All furniture can be moved in each classroom, to improve access to classrooms. Provision may need to be made for pupils with certain disabilities and the school would have to seek advice on this, according to the pupils needs. All classrooms have access to a variety of equipment to use, and these are suited to particular year groups and key stages. Equipment can be easily transferred from classroom to classroom and can be allocated to the pupil(s) if required.

Associated Services:

Where children are required to use external resources or services e.g. external sporting events, the children are provided with transport facilities if needed. The school endeavors to provide a range of external support services via the SENCo/Principal to all stakeholders, by providing contact details or setting up meetings etc.

The school makes its accessibility plan available in the following ways:

- All staff and SEN governor will be given a copy of the plan and action plan.

- All stakeholders will be made aware of the published plan via the parent information boards.

• Hard copies – copies of the plan in text, will be available to take away. The copies will be formatted using colour and in dyslexic friendly font. The readability will also be checked.

• The plan can also be discussed via a meeting with the principal, SEN governor or SENCo.
• The plan can also be accessed via the school website.

Disability Equality Scheme and Accessibility Action Plan

Aims

a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
b) To increase access for those with a disability to the physical environment of the academy, the curriculum and ensure equality in regards to access to information.
c) To evaluate and report to parents on the success of the action plan in meeting its targets.

Improving the Curriculum Access at Charnwood Primary Academy

Targets	Current Good Practice	Actions for further improvement	Outcome	Lead Person	Timeframe
Curriculum					
Training for teachers on scaffolding the curriculum for those with additional needs and/or disability.	Ongoing training for all staff on different aspects of SEN and disabilities. Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	Undertake an audit of staff training requirements. From the audit organise relevant training to meet the needs identified. Review the needs of children with specific issues, provide all relevant training. Additional support to be given by SENCo to ECTs (isp writing, ehcp log on	Teachers are able to meet the children's needs with regards to accessing the curriculum. Increase in access to the National Curriculum and progress of SEND. Newer staff members have a good understanding on their class and any additional	AStafford Subject Leaders ECT mentor	Termly meeting with ECTS As required

	Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils.	insight, adapting planning Reinforce inclusive expectations within classrooms including non-negotiables for SEND Meet with individual subject leads to discuss and implement scaffolding for pupils with a disability in foundation subjects	needs or disabilities they have.		
Ensure disabled children can take part equally in lunchtime and after school activities	All lunchtime and out-of-school activities are planned to ensure the participation of the whole range of pupils	Discuss with lunchtime and afterschool staff, and external agencies running other clubs after school. Support would have to be available – especially after school.	All students have fair and equal access to lunchtime and after school provision.	AStafford Lunchtime/afterschool staff as required	As required
Disability awareness training to enable all staff to understand and recognise disability issues	All staff have up to date training on anaphylaxis and the use of epipens. Health care plans are written promptly and are shared with all relevant staff.	Coeliac/ allergy/intolerance staff training need. Course sourced on National college but need to allocate to staff	Students have full safe access to a broad and balanced curriculum, barriers to access are removed.	AStafford Relevant staff as required	

	Risk assessments are written in conjunction with nhs staff , parents and children. These are shared with relevant staff and updated as required. Bromcom is used effectively to share health information with staff.				
Develop the use of visuals and actions to support pupils in EYFS with a Disability/Special Educational Need	Staff have a good awareness of current SEND and disability needs in their classes. Visual timetables are already in place.	Visuals for continuous provision to be used Behaviour visuals to be used by all staff in Early years. Conversation stems to be implemented into the continuous provision to support the move towards a communication rich environment. Staff to be introduced to Makaton to support verbal communication.	EYFS promotes a communication rich environment to support all learners but specifically those with communication and interaction needs which is predominantly the biggest area of need.	AStafford N Turner EYFS Staff	Visuals in the environment Monitoring Makaton introduction and monitored Spring and

Targets	Current Good Practice	Actions for further improvement	Outcome	Lead Person	Timeframe

Physical Environment and access					
Continue to ensure corridors are always clear of clutter and doorways are not blocked. Review the placement of furniture in classrooms to enable ease of navigation around the room.	SEN staff audit accessibility of school buildings and grounds. Governors Health and Safety Committee to check accessibility and then produce an Action Plan based on the findings. The environment is adapted to the needs of pupils as required. Library shelves at wheelchair-accessible height	Accessibility audit Staff continually check corridors and cloak rooms for clutter Staff to monitor the corridors and cloak rooms at the end of the day to ensure pupils are leaving them in the expected way.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all. Movement through the school is easy for all. Improve/increase storage options. Adults and pupils able to move around classrooms with ease including those in wheelchairs/visually impaired/other relevant disabilities.	AStafford- audit All staff monitoring	Ongoing

Targets	Current Good Practice	Actions for further improvement	Outcome	Lead Person	Timeframe
Written/Other Information					
Improve the delivery of information to pupils	Our school uses a range of communication	Look to offer a wider range of communication	Parents are able to access parent meetings and communication	AStafford lead All staff	Ongoing

and parents with a disability Ensure parents are able to access information in all parent/teacher meetings and information shared by staff.	methods to ensure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.	methods e.g. PECS or Makaton Ask parents with identified disability about preferred methods of communication (e.g. telephone call, face to face, written message.) Staff to ensure methods of communication with parents is accessible to them Update sen information report to include pecs. Esas guidance to have visual supports	between parents and staff is successful. The school will make itself aware of the services available through the LA for converting written information into alternative formats. The school will be able to provide written information in different formats when required for individual purposes		
Availability of written material in alternative languages.	Use of translators for parents where required Tracking of EAL children using NASSEA guidance	The school will use information and translations provided by the EAL Team for key information for EAL families Translation Tool to be added to website to allow multi-lingual access	School information will be available for all.		

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