



Cusgarne CP School

School Accessibility Plan 2019-2020

The Governing Body and staff are committed to providing a fully accessible environment. This plan, along with our School Development Plan, will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils that result in improved outcomes for our pupils, parents/carers, school personnel, governors and visitors in all aspects of school life.

This Accessibility Plan should be read in conjunction with our Policy for Equality and our School Development Plan and will be published on the school website. A hard copy can be requested from the office.

This plan will be reviewed annually alongside our School Development Plan.

Background

Cusgarne's school buildings are Victorian and have been modified and improved upon by PFI. They are designed to meet the needs of pupils, although in order to accommodate some with disabilities, other remedial works would be needed:

- all classrooms are on the ground floor;
- there is a ramped access to the front of the school;
- one corridor is narrow and can become cluttered with bags and coats;
- toilet access limited;
- use of classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including reception, toilets, library, and hall are on the ground floor, with ramped access;

- the staff toilet needs slight modification in order to accommodate disabled access.

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality. We will work with them to ensure the best outcome, allow them to access the National Curriculum and take reasonable steps to avoid putting disabled pupils at a disadvantage.

This plan is broken down into three areas:

- 1) Delivery of the curriculum** - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

We do this by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- 2) The physical environment** – The school will take into account the needs of pupils and its other users when planning and undertaking future improvements and refurbishments of the site and premises.
- 3) Provision of information in other formats** – The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

1) Delivery of the curriculum Action Plan

Target	Strategies	Responsibility	Success criteria	End of year review/outcome
Increase confidence of staff in differentiating the revised curriculum and new national testing	Identify staff training needs on curriculum access and moderation	CPD for individual staff and Headteacher as part of performance management	Increased confidence in delivery as observed by monitoring visits and by results	Governor and school improvement partner monitoring, staff meetings, attendance at moderation, HT observations and in depth review of national testing results.
	Assign CPD for SEND to enable full differentiation and planning/recording methods	SENDCO and individual staff	Monitoring of planning by SLT and discussions with SENDCO	On going review meetings with pupils, teachers, parents and professionals
	Revising and reviewing individual IEP's on a regular basis	Class teacher	Improved assessment outcomes and increase in pupil participation.	Ongoing each term with class teachers
	Half termly assessments for all pupils.	Class teacher	Tracking results by individuals and by characteristics groups will help identify where extra resources and strategies are needed.	Tracking becoming embedded. Staff better informed about pupil progress

Ensure classroom support staff have specific training on disability issues.	Identify staff training needs	Individual staff and class teacher. Liaison with Headteacher as part of performance management.	Increased confidence in delivery as observed by monitoring visits and from class teacher observations	1 x TA learning BSL to support any needs in school.
Use IT to support learning	Alongside classroom laptops, use of alternative equipment to ensure access i.e. iPad, spellcheckers, talking tins and install software where needed	Class teacher and IT co-ordinator	Wider use of resources and improved assessments. Informed safer working practices.	NSPCC e-safety session for all children to be followed up with training event for parents and governors.
All school visits and trips need to be accessible to all	Venues to be vetted before trip takes place and full risk assessment undertaken. Pupil premium used to support identified families.	Class teacher and EVC co-ordinator	Full participation by all pupils	
Review PE curriculum to ensure PE accessible to all	Gather information in accessible PE and Disability Sports including support from cluster schools.	PE co-ordinator	All to have access to PE and be able to excel	
	Seek provision and/or specialist sports coaches to come into school	PE co-ordinator	All to have access to PE and be able to excel	
	Review PE curriculum to include disability sports	PE co-ordinator	All to have access to PE and be able to excel	
	Individual access plans for pupils who access curriculum in different ways	PE co-ordinator	Increased participation by all pupils	Building in rest periods and/or extra support for pupils leading to increased confidence and

				participation.
Ensure all children participate equally in after-school and lunchtime activities	Survey participation in clubs and identify any barriers which are preventing participation	School Council to survey pupils. Staff members to identify barriers and consult on how to eliminate.	Increased confidence and participation of pupils joining the clubs	More support staff employed and promote positive play activities.
Understanding of equality and of different types of disability	Circle time and as part of lessons. Inviting visitors into school for assemblies	Class teachers and Headteacher	Increased discussion of disability issues into all curriculum areas	Newsround regularly accessed. Certain charities identified by school council and supported by all.
Liaise with nursery providers, child-minders and families to review potential intake in September.	Visits made and information gathered to identify pupils who may need additional, or different provision. Seek professional services as required.	SENDCO, class teacher and EYFS practitioner.	Smooth transition to school and resources/strategies in place. Assigned staff member and PEP in place if required.	Positive connections made.
Healthy Schools Audit	Complete the audit to identify areas for improvement.	Healthy Schools co-ordinator.	Raised awareness in pupils in how to keep themselves healthy.	Completed July 2016 and awaiting certification.
Displays which support curriculum that are vivid and diverse.	Helps maintain interest, increase participation in classwork, positive images not stereotyping.	Class teachers. Learning walks by Headteacher and Governors.	Engaged pupils. Pupils expressing their ideas positively.	Dyslexia friendly display training held for all staff.

2) The Physical Environment

Target	Strategies	Responsibility	Success criteria	End of year review/outcome
The school is aware of the access needs of disabled children, staff, governors and parents/carers.	To create access plans for individual disabled children as part of the IEP process including a personal evacuation plan (PEP) if needed. Plan and put in place routines for toilet changing/meal and snack times.	SENDSCO, class teacher and Headteacher	IEP's in place and reviewed. Any additional resources identified and provided.	Inclusion of pupils into all activities. Successful transition to next year group.
	Survey of staff and governors to ensure access needs are met for meetings Staff performance management meeting.	Headteacher	Attendance at meetings	
	Survey to find out the access needs of parents/carers	Headteacher	Survey replies and attendance at school events. School accessible to parents and governors for school events including productions.	
	Classroom organisation and seating arrangements.	Class teacher	Increased participation of pupils.	
	Organisation of common areas.	Headteacher, Governors and staff	Learning environment walks to check/update and advise on changes.	

	Narrow corridors at one end of school restrict physical environment.	Headteacher, Governors and staff	Seek to provide new storage for coats and bags	Better access and movement in this end of school.
The school is aware of access needs in the safer recruitment process	Identified through the application process	Headteacher and Governors	Access issues do not influence recruitment outcomes.	
Hearing impairment	<p>To make more use of the hearing system in school and teachers to use individual amplifiers as advised by the hearing support team.</p> <p>Children with hearing impairments are made known to all staff members and provision made for the most suitable place for them in teaching areas and in assemblies.</p> <p>CPD for staff member to learn British Sign Language.</p>	Headteacher/class teacher	<p>All pupils have access to the curriculum.</p> <p>Signing Club held by competent member of staff</p>	Increased awareness and understanding among pupils.
Access to the disabled toilet	The access is restricted by the lobby door. In the event of wheelchair users, provision needs to be made for alternative entry. No current known	Headteacher and Governors	Removable ramp required to provide access at this end of school. Governors to plan for changes to the toilet block to increase amount of toilets and provide a suitable disabled	

	wheelchair users.		toilet.	
Ramp at lower end of school	Access is by steps only and not suitable for wheelchairs. Investigate purchase of ramps for wheelchair use.	Headteacher	Removable ramp provided to give access	
Outside lights	Ensure the lights are in good working order, especially over the winter months.	Caretaker, premises secretary	Regular checks made and playground suitably lit.	
Slope on the playground	The slope is natural and has been passed by PFI as an acceptable angle. The playground is gritted when icy to prevent unnecessary slips and trips.	Headteacher	Monitoring of the accident book	Grit dispenser now provided to ensure even distribution.
Door sizes	The main door plus access into the corridor and hall are via double doors suitable for wheelchairs and buggies. Access to the other end of the school is via normal width doors.	Headteacher	Accepted as suitable for current circumstances	
Fire procedures	Fire routines in place and staff wear high vis jackets for easy identification. Pupils with personal evacuation plans are known to staff	Class teachers and Headteacher	Results of regular fire drills to show evacuation times and any problems with the current system.	

	and aided from the building.			
Provision for exams/assessments	Identified needs via IEP's, SENDCO and class teacher	SENDCO and class teacher	Exams and assessments assessable to all pupils	
Visual impairment	<p>Outside step edges to be edged in yellow paint to aid visibility.</p> <p>Regular lighting checks.</p> <p>Ensure there are carpet/floor joiners to ensure there are no trip hazards.</p>	Headteacher, caretaker, premises secretary.	Inclusive participation. Monitor accident reports, near misses and/or comments/complaints from users.	
Ensure medical needs fully met within capability of the school	Meet with parents, outside agencies, training and establish individual protocols. Work with Speech and Language and on-going support in class.	All staff but especially one to one TA support.	Inclusive participation for the individual and improved communication skills.	Administration of medicine reviewed and part of H&S policy.
Improve safety on the road	<p>Communication with parents.</p> <p>Local council to improve road surface.</p> <p>Work with PSCO to raise awareness and to help with road safety workshops.</p>	Headteacher, Governors, all staff	<p>Monitor comments/complaints and target issues as required.</p> <p>Walk to School and Bikeability will raise awareness in pupils on keeping safe on the roads and may lead to an increase in families walking/cycling to school.</p>	

	Walk to school week. Bikeability course.			
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3) Provision of information in other formats

Target	Strategy	Responsibility	Success criteria	End of year review/outcome
Review provision to ensure it is accessible to all.	Information also made available on website. Follow up phone calls made if no reply to letters. Staff will support families and help them access information or to complete forms. Use a standardised clear font for all correspondence.	Office staff	Responses and comments from parents/carers	
Act as a signpost to other agencies.	Provide information to families, including contact details.	All staff	Responses and comments from parents/carers	Information leaflets easily visible at reception.

Information access to pupils.	<p>Develop child friendly target cards and IEP's.</p> <p>Audit of school library and text books to ensure fonts are easily read.</p> <p>Ensure a comprehensive range of audio books held and used.</p>	<p>Class teachers</p> <p>All staff</p> <p>All staff</p>	Increased confidence, participation and results.	
Schools recording systems reviewed and improved where necessary.	Ensure SIMS up to date to raise awareness of pupils with SEN, medical or emotional needs. Ensure information is passed onto the next teacher/school.	All staff including office staff.	School census returns, IEP's for all identified children, smooth transitions to next class/school.	