



Cusgarne Primary School

School Accessibility Plan 2021-2022

The Hub Councillors 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. Currently at Cusgarne:

- all classrooms are on the ground floor;
- there is a ramped access to the front of the school;
- modern purpose-built bathroom with shower and hoist facilities;
- one corridor is narrow and can become cluttered with bags and coats;
- 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;

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 | Hub Councillor and school improvement 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 supported by SENDCO, where necessary. | 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 | Identify staff training needs | Individual staff and class teacher. Liaison with | Increased confidence in delivery as observed by | 2 TA and 1 Teacher Team Teach trained. |

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| specific training on disability issues. | | Headteacher as part of performance management. | monitoring visits and from class teacher observations | |
| 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 Computing subject leader. | 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 hub councillors. |
| 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. | Ongoing as and when school trips are organised. |
| 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 | All children take part in PE which is differentiated to their individual needs. |
| | 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 | Plymouth Argyle lead the PE lesson supported by class teacher. |
| | Review PE curriculum to include disability sports | PE co-ordinator | All to have access to PE and be able to excel | Ongoing as many events were cancelled due to COVID. |
| | 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 |

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| | | | | 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 | All staff to 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 in Upper KS2. Certain charities identified by school council and supported by all. |
| Liaise with nursery providers, child-minders and families to review potential intake in September. | Contact 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 over the phone as restricted opportunities due to COVID. Arranged an outdoor stay and play to meet new children. |
| 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 Hub Councillors. | 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 |
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| The school is aware of the access needs of disabled children, staff, hub councillors 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 hub councillors to ensure access needs are met for meetings. Staff performance management meeting. | Headteacher | Attendance at meetings | Ongoing |
| | Survey to find out the access needs of parents/carers | Headteacher | Survey replies and attendance at school events. School accessible to parents and hub councillors for school events including productions. | Ongoing as COVID restricted holding events although we did manage to hold the year 6 end of year production outside and socially distanced. |

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| | Classroom organisation and seating arrangements. | Class teacher | Increased participation of pupils. | Pupils fully participate in class lessons. |
| | Organisation of common areas. | Headteacher, Hub Councillors and staff | Learning environment walks to check/update and advise on changes. | Ongoing and school looking good. |
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| The school is aware of access needs in the safer recruitment process | Identified through the application process | Headteacher and Hub Councillors | Access issues do not influence recruitment outcomes. | Ongoing |
| Access to the disabled bathroom | 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 wheelchair users. | Headteacher and Hub Councillors | Removable ramp required to provide access at this end of school. Hub Councillors to plan for changes to the toilet block to increase amount of toilets and provide a suitable disabled toilet. | Purpose built disabled bathroom with shower and hoist which can now be easily accessed by wheelchair users. |
| 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 | No longer needed due to purpose built disabled bathroom. |
| 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. | Ongoing |

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| 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/staff members | 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 | Ongoing |
| Fire procedures | Fire routines in place and staff wear high vis jackets for easy identification. Pupils with personal evacuation plans are known to staff and aided from the building. | Class teachers and Headteacher | Results of regular fire drills to show evacuation times and any problems with the current system. | Fire routines work well and will be ongoing. |
| Provision for exams/assessments | Identified needs via IEP's, SENDCO and class teacher | SENDCO and class teacher | Exams and assessments assessable to all pupils | Ongoing and take into account children's needs. |
| Visual impairment | Outside step edges to be edged in yellow paint to aid visibility. Regular lighting checks. Ensure there are | Headteacher, caretaker, premises secretary. | Inclusive participation. Monitor accident reports, near misses and/or comments/complaints from users. | Regular checks and effective system in place. |

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| | carpet/floor joiners to ensure there are no trip hazards. | | | |
| 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> <p>Walk to school week.</p> <p>Bikeability course.</p> | Headteacher, Hub Councillors and 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> | <p>Ongoing – children are taught ‘Road safety’ across the school and the local PSCO have worked with KS2 to design posters and highlight additional road safety issues that have arisen.</p> <p>Designated crossing area at the bottom gates has helped.</p> |

3) Provision of information in other formats

| Target | Strategy | Responsibility | Success criteria | End of year review/outcome |
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| Review provision to ensure it is accessible to all. | <p>Information also made available on website. Follow up phone calls made if no reply to letters.</p> <p>Staff will support families and help them access information or to complete forms.</p> <p>Use a standardised clear font for all correspondence.</p> | Office staff | Responses and comments from parents/carers | A range of formats are available upon request. |
| 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 and included within weekly newsletter. |
| Information access to pupils. | <p>Develop child friendly IEP's.</p> <p>Audit of school library and text books to ensure fonts are easily</p> | <p>Class teachers</p> <p>All staff</p> | Increased confidence, participation and results. | <p>Done and is working well.</p> <p>Books in library have been sorted out and</p> |

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| | <p>read.</p> <p>Ensure a comprehensive range of audio books held and used.</p> | All staff | | <p>updated.</p> <p>Ongoing</p> |
| Schools recording systems reviewed and improved where necessary. | Ensure Arbor up to date to raise awareness of pupils with SEND, 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. | School recording systems are updated and regularly checked. |