

CAUSEWAY GREEN PRIMARY SCHOOL



ACCESSIBILITY PLAN 2019

(TO BE READ IN CONJUNCTION WITH EQUALITY & DIVERSITY PLAN & SCHOOL BUILDING DEVELOPMENT PLAN WHICH IS AVAILABLE ON REQUEST)

Governors Approved:

Review date: SUMMER 2022

Causeway Green Primary School Accessibility plan

(to be read in conjunction with the Equality & Diversity plan and School Building Plan which is available on request)

School's Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the **Disability Discrimination Act (DDA)** and which have been replicated in the **Equality Act 2010**, these include:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school.
- To prepare and publish a disability scheme or plan to show how they will meet these duties.

According to the Act a disabled person is defined as, 'someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.' The effect must be substantial, long-term and adverse.

The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan is a part of the school's statutory duty to plan for future needs of members of the school's community who have a disability. It sets out how the governing body plans to proactively improve the equality of opportunity for those within school who have a disability.

In accordance with the Act the plan focuses on three areas:

- **Increasing the extent in which disabled pupils can participate in the school's curriculum.**
- **Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.**
- **Access to written information.**

Contextual information.

Current range of disabilities at Causeway Green.

Presently Causeway Green has on role;

- Pupils with visual impairment (no pupils with blindness).
- Pupils with hearing impairment.
- Pupils who are on the Autistic Spectrum and speech and communication needs.
- Pupils with moderate learning difficulties
- Pupils with social, emotional and mental health needs.
- Pupils with medical needs such as diabetes, epilepsy, anaphylaxis relations and asthma.

Although these may be the main disabilities present currently within our school, Causeway Green recognises the need for the school to be accessible to others, whose disabilities may not be listed above, such as parents, carers and other visitors.

Current provision/ accessibility

Physical disability:

The school is on two levels in some parts, however stair lifts and ramps are available for clear access to the majority of the school. The play areas are accessible for all as they are on ground level and there are routes planned around school for easy direct access for wheel chair users. Four upstairs classrooms are the only areas that are not accessible for wheel chair users; however the school has pre-planned procedures, for moving the year group of any pupil with a physical disability who cannot access stairs to the class rooms on ground level. Parents or visitors who have a physical disability can access the school through the stair lifts, ramps and designated routes around the school. If their child is in one of the four upstairs classrooms not accessible by stair lift, alternative arrangements will be made such as for parent evenings and parent workshops to ensure access for the individual. This will be through the use of the school hall, a ground floor classroom or ground floor ICT room. The school stage is not used daily and awards are presented to all children on the hall floor. If a pupil was in a play or performance arrangements would be made to ensure the pupil was not discriminated against and fully included in a safe way.

There are three working disabled toilets situated throughout the school. The car park has a disabled parking bay next to the entrance of the school and the car park is all on one level leading from the street entrance to the entrance of the school building.

The SENCO, in partnership with parents, will co-ordinate the implementation of physiotherapy or occupational therapy programmes within school. In addition, there are a

number of interventions relating to physical disability within school delivered by support staff such as fun fit and speed it up handwriting. Equipment such as laptops can be used to help pupils with the physical effort of writing long pieces of work within lessons. Physical Education lessons or lessons with a physical element will be differentiated to meet the needs of pupils with physical difficulties.

Visual (VI) and Hearing (HI) Impaired:

The school environment and physical building has been assessed to improve accessibility for people with VI or HI. Presently, areas of the school are in contrasting colours highlighting hazards such as stairs, raised areas, and steps. Handrails are attached to all stairs and some have contrasting colours making them easier to see. Displays are created with key information and the majority of text large enough for all people to see including those with visual Impairment. All information is available on request in large font for members of the school community who may require this. Classrooms will be adjusted to meet the needs of a child with a VI or HI and teachers will follow advice from the teacher of the deaf or visual impairment teacher. Additional training will be arranged if needed. Classrooms have blinds to reduce glare and LED lighting, with low level ceilings, carpets and double glazed windows to reduce unwanted noise. In the event of fire or fire drills, the fire alarm will give an auditory warning but no visual warning. Children with severe visual or hearing impairment will have a PEEP (Personal evacuation plan) to enable a safe and swift departure from the building. Children with mild hearing impairments will be accounted for by the class teacher. The corridors, cloak rooms and other rooms including class rooms are organised in a clear logical way without obstruction.

The curriculum and written information is accessed through differentiated resources, enlarging resources according to the pupil's individual need. Where word banks and teacher scribed work are used these will be made large enough and in a colour suitable for all members of the class to see. Visual prompts are used as standard practice within lessons. If necessary the teacher will give written feedback in a colour and at a size suitable for the pupil to read independently. If more appropriate for the pupil, the teacher will give more feedback in verbal forms. If needed, pupils with VI or HI will receive scaffolding support in a small group or individual level to access the curriculum. Pupils with either visual or hearing impairments will be positioned within the class room where they can access the learning environment, engage with the teacher and fully access the delivery of the lesson. Technical aids such as an individual monitor with colour filtration, hearing aids, sound field systems and radio aids, will be used within lessons and assemblies if needed by the pupil. Within school there is a member of staff who is trained in the Working with learners with a visual impairment in educational settings, BTEC Level 3 Advanced qualification and interventions such as touch typing is available for pupils who may require this.

Autistic Spectrum Disorder and Speech and Communication needs.

Classrooms are adapted as fully as possible to meet the needs of children with autism and sensory needs. Steps taken to improve the opportunities for pupils with VI and HI will also improve opportunities for children with ASD needs. However, when adapting the learning environment the individual needs of the pupil will be considered for e.g. bright colours for a VI pupil may cause anxiety for a child with ASD. A work station will be set up to help limit distraction due to sensory overload within the class room; however if the pupil finds this difficult there will be opportunities to work in a quiet area of the school away from the source creating the sensory overload. Sensory equipment will be purchased such as chews, sensory toys or ear defenders to help limit or self-regulate sensory needs. Visual time tables and routines are set and talked through particularly if any changes need to be made to the 'regular' school day.

Some pupils will have 1:1 support enabling them to access the physical building, the learning environment and the curriculum. Teachers and LSPs will plan for and deliver a highly differentiated curriculum if required using the TEACCH principles. Training will be provided for staff whom require this.

Clear and specific instructions between staff and pupil will be implemented and additional communication tools such as Makaton or PEC's will be used if needed to support not only for pupils with ASD but other also other pupils including children speech and communication needs.

The SENCO will source advice from CCAT (Complex communication and Autism team) and SALT (Speech and Language therapist) where needed. Speech and Language programmes and advice will be implemented by support staff and teachers. Visual prompts and clear simple communication is used throughout the school which also aids pupils with English as an Additional Language. Interventions are available through Wellcom and Sulp.

Social, Emotional and Mental Health disability:

The school is secured with electric gates and doors with locks to keep pupils safe. The School's Educational Psychologist will be contacted for support for pupils who exhibit the need for social, emotional or mental health support. In addition, the schools safe guarding team have systems in place for identifying concerns and links with external agencies such as children's services. CAMHS and counselling referrals will be made when required. The schools liaison officer will reach out to parents who may need support and the school has a trained mentor trained with the National Children's Mentor qualification and a nurture group to support and include pupils within our mainstream school. To support the curriculum, the school has a whole school behaviour policy which is based on mutual respect with the aim to prevent exclusions, keeping pupils in their classrooms to enable

pupils to access the curriculum. Individual behaviour plans and adaptations to provision or the classroom environment will be made to help pupils manage their emotions and make appropriate choices.

General learning difficulty:

Classrooms, the curriculum and the general learning environment are arranged with the needs of pupils with general learning difficulties in mind. Resources, differentiation and scaffolding through teaching and a range of interventions to meet the needs of reading, writing and maths difficulties are in place across the school. Staff are trained in a number of interventions to meet the needs of the pupils in their care. These include:

- Write A way Together
- Precision teaching
- Multi-Sensory Spelling
- Switch on
- BRP
- 1:1 support
- Small group support
- Booster groups
- Early writing intervention
- 5 minute box

Medical:

Pupils with medical needs will have a care plan when this is needed. The care plan will detail support needed to access the physical and learning environment. As a school, steps will be taken to put the care plan into practice. Training for conditions presently within school will take place annually. Diabetes and epilepsy training will take place for the staff who have direct contact with pupils with these conditions. Training in the use of EpiPens to treat anaphylaxis will be undertaken by all staff. A high number of staff are first aid trained and from 2016 staff will be trained in paediatric first aid. A school based care plan will be implemented for children with severe asthma.

If a pupil starts school with a medical condition which will require training, the school will take steps to secure this training. Advice from medical health care professionals will be sought if required.

All children regardless of ability, disability, religion, race, gender, personal belief or medical need will be included in extracurricular activities, school trips and residential visits. All activities will be risk assessed and adaptations or procedures put in place to enable all pupils to attend extracurricular events where possible.

New Action plan 2019 – 2022

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities

Target	Strategy	Areas	Outcome	Responsibility	Time Frame	Cost	Achieved
To identify all hazards for VI	<p>Highlight all stairs and uneven ground by using contrasting colour (single line or repaint section)</p> <p>Paint columns/use tape to highlight hazards</p> <p>People with severe VI will need additional assistance to navigate the school</p>	<p>Top of handrail for steps outside staffroom.</p> <p>Skirting in Library area, corridor outside hall to be painted in contrasting colour (Black)</p> <p>Entrance to school building through reception door</p> <p>Pipes in Y3/4 Cloak room – paint contrasting colour (particularly ones in the middle)</p> <p>Contrasting line defining KS1 pencil park and kerbing, KS2 playground barbing, quiet area and walls.</p> <p>Contrasting line separating corridor and Y3/4 cloak room.</p>	Physical building made accessible for VI pupils and visitors. Help prevent danger of tripping or falls	Site Manager	Completed January 2020	Estimated £25.00	
To ensure wheel chair users can gain	Ensure procedure put in place (due to height of serving hatch for office	Outside main office in Reception.	Entrance to school and office personal accessible for all.	Site staff to fit bell on lower counter.	Completed January 2020	£10 for bell	

the attention of office staff.	staff) is maintained. Place bell on lower table connecting to Reception allowing all to ring for attention: office staff to know if wheel chair user needs attention.			Office staff to offer special assistance and have personal evacuation plans available for completion.			
To ensure people with physical disability can indicate if they require assistance	Ensure that all wheelchair users are able to call for help to an adult outside the door.	disabled toilets	Toilets are safe for people with physical disability	Support staff	As required		
To ensure safety of all staff, pupils and parents particularly those with disabilities	Add to and repair existing outside lighting	Car park and front of school	Outside area is safe. Reduction in likelihood of trips and falls.	LA	September 2020	£6,000	

Increasing the extent in which disabled pupils can participate in the school's curriculum

Target	Strategy / SC	Area	Out Come	Responsibility	Time Frame	Cost	Achieved
To ensure new staff are aware of hearing difficulties especially undiagnosed fluctuating impairments like glue ear.	Training through staff meeting. Discussion how make the class room hearing impaired friendly and how to identify possible signs of hearing impairment.	Class rooms	All children access the curriculum.	SENCO	By spring term 2020.	Staff meeting £100	
To provide a sensory room for children who need it.	Purchase a range of sensory equipment for new sensory room.	By library and green room.	Enable children with ASD to address sensory needs and provide soothing/relaxing environment when needed.	SENCO	By Autumn term 2021.	£1000	

Improving the access to written information

Target	Strategy / SC	Outcome	Responsibility	Time Frame	Cost	Achievement
To make written text accessible for all	All policies/ letters and information to be written in a font no smaller than 12 point.	Parents, carers, visitors and children can access written material.	All staff	September 2019		

	Have procedures available for requesting letters, policies or any information in large print.					
Consider EAL – Sign welcoming in different languages.	New signs to be ordered.	School is accessible to all	SENCO & MFL Lead	Spring 2020	Cost: £100	

Approved at Finance & Premises Governors' meeting:

D Erkek- Chair of Governors:

J Shingler – Headteacher : 