

Corsham Regis Primary Academy Accessibility Plan 2022 - 25

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Corsham Regis Primary Academy as part of the The Corsham School Academy Group is committed to providing an 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. The Equality Act 2010 places duties on Local Authorities and schools in relation to pupils and prospective pupils. It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination' – e.g. refusing admission to a student because of disability
- 'indirect discrimination' - e.g. only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability' - e.g. a disabled pupil is prevented from going outside at break time because it takes too long to get there.

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment)

3. Definition of Disability

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

4. The Children and Families Act 2014 states that a child or young person has special educational needs or a disability when:

- He/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

5. Corsham Regis Primary Academy plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.

6. An Accessibility Plan will be drawn up and will be updated annually.

7. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment of the school**, adding specialist facilities as necessary where possible. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 and make reasonable adjustments to 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.
 - i. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this 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.
 - ii. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
 - iii. The school's complaints procedures covers the Accessibility Plan.

- iv. The Plan will be monitored through the Senior Leadership Team and reported to the Full Governing Body.
- v. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- vi. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Aims & Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Our objectives are detailed in the Accessibility Action Plan.

Access Information

There are steps down to the main reception of the school but there is a ramp for wheelchair access.

There are no steps to access Key stage one and lower Key stage two toilets. There are 3 steps to access the upper Key stage two toilets but an electronic lift (fig 1) is available for use to access these, if needed. The main staff toilets are accessed via three steps but there is a disabled toilet (Fig 3) centrally located in the building for ease of access.

All emergency and evacuation procedures are accessible to all. Internal emergency signage and escape routes are clearly marked. Alarms are auditory and the assembly point is on the Key Stage Two playground outside. Individual children with additional needs have risk assessments in place should we experience an emergency evacuation situation and all have adults assigned to aid their safe and efficient exit of the building.

On site car parking for staff and visitors includes dedicated disabled parking bays. The school has road accessibility but during drop off and pick up times barriers prevent vehicles from entering the site maintaining the safety of adults and children. Although this thoroughfare is closed to vehicles during the 'drop off' and 'pick up' times at the start and end of the school day, parents of students with disabilities can seek prior permission from the Site Manager to drop off and pick up their child within the school grounds to enable safe travel for their child.

Management, co-ordination and implementation

Corsham Regis Primary Academy consults with appropriate professionals (eg. Advisory Teachers from the Specialist SEND Service) when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team work closely with the Local Authority, parents/carers and pupils to support accessibility for all.

Corsham Regis Accessibility Plan 2022 - 25

Target	Strategy	Timescale	Responsibility	Success Criteria
<p>Increase Access to the Curriculum for Pupils with a Disability at Corsham Regis Primary Academy</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum for example resources with larger print as directed in SEN individual plans (IEPs, My plans, EHCPs) • Curriculum resources include examples of people with disabilities, this is built into our PSHCE curriculum provision • Advice sort from SSENS Team, where necessary and the use of iPads/chrome books to support access to learning • Curriculum progress is tracked, for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Displays at a height that are visible to all • Every effort is made for working walls in classrooms to have print and work examples that are large enough for all pupils to see from their seated positions 	<p>Ongoing</p>	<p>HT,SLT,SENCo, class teachers</p>	<p>Full access to the curriculum</p> <p>Through pupil voice children recognise that differences are celebrated</p> <p>All children make good progress</p> <p>Accurate tracking of pupil progress identifies gaps in pupils learning and actions taken to address them</p> <p>Curriculum meets the needs of pupils</p> <p>Children are able to talk about how working walls assist them in their learning</p>

	<ul style="list-style-type: none"> • Pictorial or symbolic representations: individual timetables, when introducing new vocabulary, on knowledge organisers, to label classroom resources etc. • Manipulatives in maths to aid visual learners • TA's supported by class teachers on questioning techniques, feedback and development of student voice to promote increased involvement of students with SEND in their learning. 			<p>Increased participation of students with SEND in lessons.</p> <p>Increased engagement in learning.</p>
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted to the needs of pupils as required. This includes: • Electronic lift (Fig1) • Adequate corridor width to support wheelchair use throughout the building (fig 4) • Disabled parking bay • Disabled toilet with flat level access (Fig 3) • Library shelves at wheelchair-accessible height (Fig 2) 	Ongoing	Site manager	Full access to the curriculum.
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations: all classrooms have visual timetables for all pupils and some children with additional needs have individual pictorial timetables. 	Ongoing	HT, SENCo	<p>Pupils with medical needs will have reasonable adjustments made to access the curriculum. Attendance of pupils with medical needs will meet expectation with due regard to individual situations.</p>

	<ul style="list-style-type: none"> • Collaboration between key professionals. Pupils with Medical Needs will have their provision monitored by the School nursing service (Virgin Care), Education Welfare Officer, HT and SENCo • CPD training to be available for teaching and support staff to support the effective delivery of information 			
Improve the Delivery of Information to Staff, Parents and Visitors with Disabilities	<ul style="list-style-type: none"> • All communications placed on the school website and available in alternative formats if required. 	Ongoing	All teaching staff IT support staff Admin support staff	School information accessible to all.

Fig 1



Fig 2



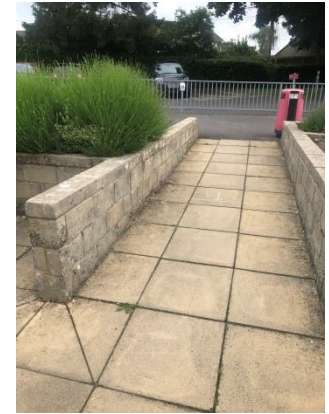
Fig 3



Fig 4



Fig 5



This

document will be reviewed

every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Corsham Regis Governing board