

Colley Lane Primary School



Our Mission

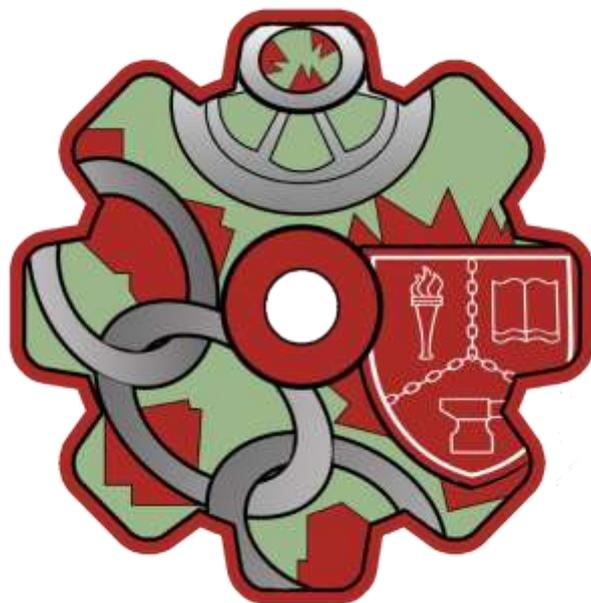
We can all achieve

Happy together

Everyone shows respect

Everyone is valued

Learning is our future



Subject: School Accessibility Plan

Issue Date: 2018/19

Safeguarding Statement

At Colley Lane Community Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Colley Lane Primary Academy is a modern two storey building, containing a lift for disabled access to the upper level. It also has 'evac chairs' positioned on each stair well in case of an emergency. Children who require extra support have Personal Evacuation Plans (PEEPs) in place to ensure they can exit the building safely in an emergency. There are two disabled toilet facilities on the ground floor and ramped access to both playgrounds and the field is in place. All indoor and exit door ways are wide enough for comfortable wheelchair access.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Windsor Academy Trust supports an inclusive, accessible environment for all pupils.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with



non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher.



Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure the school develops children's awareness of disability in a positive way.	<p>Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities in an encouraging light.</p> <p>Invite people with disabilities in to school</p> <p>Use opportunities to show people with disabilities in a positive light: e.g. Paralympics</p>	On going	Whole school	
To liaise with pre-school providers to prepare for new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	May- July annually	CLT/SENco/Year Group Leader	Appropriate provision is in place for when the pupil/s begin school
To liaise with educational establishments to prepare for the intake of pupils who transfer mid-year	To identify pupils who may need adapted/additional provision	Ongoing	CLT/SENco	Appropriate provision is in place for when the pupil/s begin school
To review policies to ensure they	To comply with the Equality Act 2010	Ongoing	HT/SENco	Ensure all policies clearly reflect



reflect inclusive practice and procedure				inclusive practice and procedure
To establish and maintain close relationships with parents	To ensure clear and regular communication and information sharing between school and families	Ongoing	SENco	Adopt a collaborative approach through regular meetings/reviews with families and outside agencies.
To establish and maintain close relationships with outside agencies for pupils with additional needs	To ensure clear and regular communication and information sharing between school and outside agencies.	Ongoing	SENCo/outside agencies	Adopt a collaborative approach through regular meetings/reviews with families and outside agencies.
To positively promote and include pupils with disabilities, medical conditions or additional needs in the wider curriculum including trips and residential visits	Ensure that all pupils have personalised risk assessments and PEEPS (where appropriate)	Ongoing	SLT, SENco, outside agencies, extra-curricular activity providers	Evidence that appropriate considerations and adjustments have been made to ensure that all pupils feel included and have the equal opportunities.



Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Time scale	Responsibility	Success Criteria
Improve the physical school environment	The school will take into account the needs of the pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, clear signage and more accessible facilities.	Ongoing	CLT/Mitie/WAT	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure reasonable adjustments are made for pupils with a disability/medical concern	Create personalised risk assessments and pupil emergency evacuation plans for individual pupils.	Ongoing	AHT/SENco/SHN/Outside agencies	Evidence of up to date PEEPS and risk assessments. Evidence of safe evacuation.



	<p>Ensure care plans are up to date and relevant.</p> <p>Liaise with external agencies/ other professionals to identify and provide relevant training for staff.</p>			
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Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements considered and put into place for statutory testing.	Ongoing	SLT/SENCo/Admin Team	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	CLT/SENco	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children's education.