

Chandos Primary

Accessibility Plan 2019/20

WHY?

This policy addresses the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995). The Equality Act 2010 outlines any Reasonable Adjustments schools must make which continue to improve all aspects of access to the Physical Environment of the school site, access to the National Curriculum and improving the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

This enables all pupils to take full advantage of the education and associated opportunities provided by Chandos Primary and reduce any discrimination towards children, staff and parent/carers receiving services from Chandos Primary irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an Additional Language (EAL)
- Disability/health/medical or special educational needs
- Age
- Attainment including those who are gifted and talented
- Socio-economic background
- Being in public care
- Risk of disaffection or exclusion
- Vulnerability
- Changing schools frequently

HOW? WHAT?

1. Physical Environment

The physical environment is regularly reviewed by SLT, Site Manager, School Business Manager and SEND Leader to ensure any access issues to the Physical Environment are addressed.

The following is available to support full access to the Physical Environment:

Access to Physical Environment

- Classrooms in main building accessed via level ground floor or via the lift
- Nursery building accessed either by level floor (rear) or ramp (front)
- Reception Classrooms accessed via level floor access
- Main office accessed via level floor access
- All classrooms are fitted with wide doors to accommodate wheelchair access
- Two disabled car park spaces towards the main entrance of the building
- Handrails on all ramps, steps and stairs.
- One disabled toilet on ground level
- Medical room with bed, shower and toilet facilities
- Suitable fire exits that support a disabled person's evacuation via sloping floor/ramps and double width opening doors
- Emergency evacuation chair enabling disabled/injured person to be moved down stairs
- Clear corridors ensuring access is not hindered by objects

Adjustments/review of Physical environment planned for 2019-20:

- Removal of damaged decking at Y2 access to playground doorway

- Upgrading paint work on car park security railings
- Upgrading coat storage for Y5/6 corridors to minimise trip hazard of coats on floor
- Upgrading coat/bag storage on Y1/2/3/4 corridors to minimise trip hazard of coats/bags on floor.
- Evaluating and costing stairwell markings for visually impaired pupils

2. Curriculum

“Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest --potential, enabling them to participate in, and contribute to all aspects of life.” Birmingham’s Strategy for SEND and Inclusion 2017-2020

At Chandos, we aim to support all children with access to curriculum according to individual needs. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required through a range of strategies recorded on a child’s Individual Target Plan ITP or pastoral support plan. We actively seek the support and advice of outside agencies to ensure the curriculum is accessible to all pupils. Quality Wave 1 teaching is regularly monitored through lesson observations, book scrutinies, Pupil Progress Meetings and Data Analysis. Following to Data Analysis, targeted interventions are put in place to support children with access to the curriculum. After Data Analysis, whole school learning needs are identified and staff training given where needed.

Currently, the greatest area of need at Chandos is Communication and Interaction- many children requiring support for language deficit and a growing number of children with diagnosed autism or displaying autistic tendencies.

Wave 1 (Quality First Teaching)

Wave 2 (Pupils who have Individual Target Plans)

Wave 3 (Pupils who have Individual Target Plans and involvement of external/extended/other support)

Provision/Interventions currently being delivered are:

Communication and Interaction:	Cognition and Learning
<ul style="list-style-type: none"> ● English as an Additional Language –Assessment then ongoing daily input from EAL teacher balanced with inclusion into class provision ● Flash Academy - EAL software ● Wellcomm (EYFS/ Y1) ● Speech and Language (SALT) - regular assessment by independent SALTherapist setting targets being delivered by trained TAs ● Makaton signing in EYFS ● Visual timetables in all classes ● Task cards and boards for identified children ● Autistic spectrum Disorder - specific strategies planned by CAT advisor, supported by AET Level 3 Lead Practitioners and AET Level 2 TAs ● Parents of children with ASD diagnosis 	<ul style="list-style-type: none"> ● Phonics programme delivered discreetly from EYFS to Y2 ● Targeted phonics support for off track pupils ● Reading Buddies Y5/6 supporting younger pupils ● Buddy spelling ● ‘I am’ books ● Individual, paired and small group intervention to address needs in: <ul style="list-style-type: none"> ❖ High frequency word recognition ❖ Reading fluency ❖ Reading comprehension ❖ Handwriting ❖ High frequency word spelling ❖ Caption/sentence writing ❖ Counting, matching, number recognition ❖ Using the 4 number operations

<p>supported by termly themed workshops in school and access to CAT workshops</p> <ul style="list-style-type: none"> • Class displays using 'Communicate in print' • Kagan strategies in all classes - to enable shared peer to peer conversation to support learning 	<ul style="list-style-type: none"> • Dyslexia pathway to identify and support children with specific learning difficulties • Pupil School Support-regular assessment and guidance for identified pupils from specialist agency
<p>Social, Emotional, Mental Health</p>	<p>Physical and Sensory</p>
<ul style="list-style-type: none"> • Lego Therapy • Mentoring • Drawing and talking therapy • Nurture- breakfast club • Play therapy • One page profiles - identifying need and support for identified pupils • Provision plans • Pastoral check-ins • Pastoral drop-ins • Preparation for transition-school/class • Conflict resolution sessions • Mini-mentoring programme 	<ul style="list-style-type: none"> • Occupational health programmes for pupils with fine/gross motor needs • Sloped writing frames • Range of writing implements to suit needs • Overlays, tinted screens, adapted materials, LED screens • Ear defenders

See whole school provision map for a break down of wave 2/ 3 interventions for the 4 areas of need

Progress is tracked and analysed on a regular basis to monitor Intervention effectiveness.

Attendance of all pupils is monitored daily and, for any pupils whose attendance drops below national expectations-robust procedures inline with authority guidelines followed.

Vulnerable pupils and their families are monitored and nurtured by pastoral team-support and access to other agencies provided as necessary e.g. Pause and Forward Thinking referrals

Medical needs addressed through robust procedures. Referrals for in-school support from School Nurse, giving advice, checking plans and holding consultations with individual parents.

Medical Needs EYFS - Close liaison with Health visitors and Birmingham Speech and Language Therapists for EYFS pupils.

Breakfast and After School clubs on-site are fully accessible to SEND pupils, who are encouraged to register for places.

Other curriculum activities All children are given support as needed to access activities outside their normal environment- such as school assemblies, Parent Workshops, language alive drama groups, class performances, choir club, school council etc.

Off-site Activities are researched and risk assessed thoroughly by the class teacher with support from the SENCo and Health and Safety/Trips leader. Any training is sought in advance of any trip (such as any medical training for administering medicine – particularly for overnight stays/residential trips). All sites visited provide disabled access to the site and have disabled toilets/changing areas. Transport requirements are discussed with SENCo and Trips Leader in advance.

Personal Emergency Evacuation Plan (PEEP) All children with a physical need/ who may struggle in an emergency have a PEEP which outlines to staff what should be done to support the child during an evacuation.

3. Information

- School Letters and some key school policies are easily accessed on the school website.
- Weekly news updates are circulated by text link to all parents. New letters are available on our website.

- Key policies (such as the Behaviour Policy - School Rules/School Values) are also displayed around both school (in classrooms and offices) for all children and adults to access.
- In such cases where adults cannot read/understand the letters or policies, translations are sought through Google Translate. Translators are employed to support parents during key meetings as required.
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- No Brail or larger print documents for visually impaired parents/members of the community are needed (as far as the School is aware) but can arrange for these to be accessed by parents at their request.
- All staff (including the Governing Body) have access to the Google Drive, although further access to information via paper records, meetings and /or weekly staff briefings supports all.
- Parent drop ins meet termly with the Principle through the Parent Forum. The agenda is planned by parent need and request. Parents of children with SEND are represented. Views and opinions of the Parent Forum are discussed and actioned within a reasonable timeframe and results fed back to the Parent Forum.

Information about Children's Progress

Chandos hosts three Parents' Days in each academic year, as well as informing Parents of their child's progress in writing each summer. Teachers also regularly update parents upon request. EAL and dual language staff and parent representatives are available to translate where possible.

Other Policies Supporting Access

The [SEND Policy & Local Offer 2019](#)

[Physical Interventions Procedure 2019](#)

[Lone Working Policy 2019](#)

[School Behaviour Policies 2019](#)

[Medical Care Policy 2019](#)

[TEFAT Equalities Statement 2019](#)

[TEFAT Policies/website](#)

[Other school policies on Google Drive](#)

[Birmingham Access to Education website](#) provides policies/procedures and advice for Staff, Pupils and Parents.

WHO?

- Class teachers are responsible for ensuring early identification of possible need. They are responsible for ensuring that activities are well planned to meet the needs of all pupils. After referral, they are responsible for the implementation of advice given by the SEND Leader and outside agencies to support full access to the Physical Environment and the National Curriculum.
- The Governing Body, SLT, SENCo, Site Manager and Business Manager will review, discuss and address any access issues relating to the Physical Environment and the National Curriculum within a set timeframe in accordance with the Handbook of Governance.
- The Governing Body and SLT will ensure disabled children and their parents are engaged with any accessibility issues and involved with the resolution of such issues.