



Accessibility Plan

2023-2026

Last reviewed: November 2023

Next review due: November 2026

Accessibility Policy and Plan 2020-2023

Purpose of Policy and Plan

This Accessibility Policy and Plan is 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.

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, learning disabilities and sensory or other mental impairments.

Section 1: Policy and Procedure

Colburn Community Primary School Values

At Colburn Community Primary School we are 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.

Colburn Community Primary School Aims

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners and to help each to mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils with special educational needs and/or disabilities.

Key priorities:

- Provide safe access throughout the school for all school users.
- Ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils; tailoring the requirements to suit individual needs.
- Provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

How this document relates to other documentation and procedures:

As stated above, Colburn Community Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs Policy & SEN Information Report
- Medical Conditions Policy
- Safeguarding Policy and arrangements
- Health & Safety Policy
- Intimate Care Policy
- Staff related policies, e.g. risk assessments, e-safety agreements etc.

This plan itself will also be used to advise and inform other school planning documents and policies.

How this policy and plan is shared and implemented

This plan can be accessed in the policies section on the school website. Hard copies can be obtained by contacting the school office. There are regular consultations with parents/carers in order to address specific needs and ensure that suitable provisions are made. Such provisions are subsequently reflected in this plan.

The context of Colburn Community Primary School is different to many with varying levels of pupil mobility due to the nature of the community it serves. In order to ensure that transition arrangements between schools, (in addition to provision arrangements within school), are robust and efficient the admin team and the Deputy Headteacher/SENDCo dedicate a significant proportion of their roles to liaising directly with a range of professionals and outside agencies. These include:

- Advisory Teacher for Hearing Impaired
- Physical Disabilities Specialist Teacher
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Autistic Spectrum Condition (ASC) Outreach Team
- Mill Hill and Alverton Communication and Interaction EMS (or equivalent Locality Hub)
- Social, Emotional and Mental Health Locality Hub)
- Educational Psychologists
- Advisory Team for SEND
- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

- Children and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC)
- GPs and pediatricians
- Healthy Child Team – including specialist nurses for specific conditions
- Healthy Choices Team
- Emotional Resilience Team
- Emergency Services
- Early Help Services/Children's Social Care
- Virtual School for Looked After Children

Roles and Responsibilities

At Colburn Community Primary School we believe that every member of our school community has a responsibility to ensure that we maintain an inclusive ethos for all pupils. However, there are specific roles within the school allocated to support pupils with additional and/or different needs.

In accordance with the SEND policy, it is a duty of *all* staff to identify, assess and arrange suitable support for pupils with special educational needs and/or disability. However, the SENDCos are responsible for leading and co-ordinating provision. Please refer to the schools SEND policy for specific details of this role.

The school's governors, teachers, teaching assistants, admin members and midday supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disabilities such as cerebral palsy
- Specific medical conditions including asthma, eczema, ADHD & diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Communication and interaction conditions such as Autistic Spectrum Condition (ASC)
- Speech, language and communication needs (SLCN)
- Allergies
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. congenital heart condition

Facilities and support currently on offer from within the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral support
- Support from the SENDCo
- 'In house' advice, assessment and support from Speech and Language Therapist for referred children
- SEAL small group work (Social and Emotional Aspects of Learning)
- Makaton sign language
- Hearing Support assistant
- iPads / access technology
- Range of literacy and maths interventions – including online learning
- Specific SEMH interventions – Brick by Brick (Lego Therapy)
- Narrative therapy/Talk Boost
- ASC support tools/approaches e.g. visual prompts, multi-sensory adaptations,
- Talk and Draw – art therapy
- Alternative/adaptive arrangements for lunch time
- Mindfulness sessions
- Fine and gross motor skills support, directed by Occupational Therapist where appropriate
- Access to ALL extra-curricular activities and clubs, art enrichment groups,
- School visits, residential and appropriate risk assessment
- Medical Room with shower facility, bed and hoist
- Pediatric First Aiders
- Access to outdoor learning on school site (Forest School)
- Use of diagnostic assessments, e.g. NFER
- Play Ambassadors
- Transition arrangements, planning and support

Section 1: Accessibility Plan Access Audit & plan

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

The table below sets out how the school will achieve these aims.

Aim	Targets	Actions	Timescale	Responsibility	Outcomes
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none">- Further expand the use of assistive technology in lessons.- Ensure that all pupils with a speech, language and communication need have visual aids and broken down instructions for lessons.- Ensure that all children with visual tracking issues have access to resources such as	<ul style="list-style-type: none">- SENDCo to ensure that support plans (IEPs) include the use of aids which increase access for pupils with a disability.- SENDCo, Learning Mentor and SEMH TA to work with Year Group teams to ensure that children who need these	Autumn Term – new support plans implemented. Spring Term – monitor outcome.	Deputy Head Head (SENDCo) Class Teachers	Pupil progress and attainment for pupils with a disability improves year on year.

	overlays and coloured exercise books. <ul style="list-style-type: none"> - Ensure that all pupils with ASC have access to: visual timetable; now, next, then or task boards, work and finished trays and other. - Ensure that all pupils who require movement breaks receive this proactively to support their regulation and focus. 	aids are correctly identified and to model use of aids.			
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - Audit access arrangements as detailed on the plan below and ensure that all elements still remain in place and are maintained. 	<ul style="list-style-type: none"> - Head or Deputy Head to audit the plan below and liaise with Site Manager and Headteacher on any necessary maintenance. 	Annually, autumn term.	Head Deputy Heads Site Manager	The school is accessible to all users.
Improve the access of information to pupils	<ul style="list-style-type: none"> - Provide verbal feedback Seesaw for pupils who are unable to access written feedback effectively. - Live feedback during lessons will ensure all pupils know how to move on with their learning because the adult can adapt their communication style to the individual. - Ensure information posters 	<ul style="list-style-type: none"> - Update feedback and marking policy. - Audit and replacement (where necessary) of information posters around school. 	Summer 2020		

	for pupils are written on buff/coloured backgrounds (not white); are available in large font; have				
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Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Level site– all accessible	Ensure all visitors enter via the school's secure system	Head Teacher in conjunction with (Health and safety Officer)	Ongoing
Corridor access	<p>From main entrance one long corridor leading through to hall,</p> <p>Separate external door leading to EYFS Unit. This ajoined to the school via another corridor. This takes you back to main reception.</p> <p>All corridors are accessible i.e. wide enough for wheel chair access</p>	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	Head Teacher in conjunction with (Health and safety Officer)	

	<p>New building extension includes 2 classrooms (Yr 1 & 2, each with shared toilet facilities, breakout space off corridor. Two main exits at end of corridors.</p> <p>Stairs to main hall (but external access via ramp at secondary reception.</p>			
Parking bays	<p>One main car parking bay within school grounds with disabled access and parking bay situated next to Year 1 entrance door.</p>			