

Cedars Park Primary School



Accessibility Policy

Issue No	Author/Owner	Date Written/ reviewed	Comments	Next review date
01	Fiona Scarlett - SENDCo	February 2023	-	February 2026
02	Fiona Scarlett - SENDCo	February 2026	Review undertaken, some changes made to terminology .	February 2030

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Vision Statement

At Cedars Park Primary School, we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Aims

The aims of the Accessibility Plan are to:

- ✓ Ensure equality of access to the curriculum for all pupils
- ✓ Improve and maintain access to the physical environment
- ✓ Improve the delivery of information to stakeholders

Legislation

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with a disability faces in comparison with non-disabled peers. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Aim 1: A) Ensure equality of access to the curriculum for all pupils

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete Actions	Success Criteria
Termly 'Pupil Progress' meetings are held with Head teacher and SENDCo to identify need and support. A range of interventions are delivered to ensure pupils receive teaching appropriate to their needs Children with a disability or who are under assessment and require reasonable adjustments are recorded on the school 'awareness register' and provision is made. The school ensures that the staff member: pupil ratio is high so that teaching can be carefully adapted to the pupils needs (Teachers, Teaching Assistance, High Level Teaching Assistance) A wide range of clubs and enrichment activities (including trips and visitors) are organised.	All pupils will be engaged in their learning, including Physical Education. All pupils will make progress in their learning, from their individual starting points. This will be demonstrated in their books and also by their data. Pupils will experience a broad range of enrichment opportunities. Staff will feel confident to adapt the curriculum to meet the needs of all pupils.	Time scheduled termly for Pupil Progress meetings Appropriate and timely interventions put in place, which are closely monitored Trips/visitors/clubs to be organised to broaden pupils' life experiences/cultural capital CPD opportunities to be scheduled throughout the school year to support all staff working with pupils to feel confident in adapting their learning, Awareness Register to be monitored and updated as required	Principle SENDCo Senior Leadership Team	Pupil Progress Meetings, termly Interventions to be delivered and tracked daily Interventions to be reviewed at least once per term Trips/ visitors/ clubs to be organised and monitored throughout the academic year. Awareness Register to be monitored and updated as required	All pupils will make progress in their learning. All pupils will experience a range of visits/visitors and experiences.

Aim 2: Improve and maintain access to the physical environment

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete Actions	Success Criteria
The school is accessible at all entrances. The build has a large amount of open space for easy accessibility. There are no stairs within the school, ramps and handrails are in place where appropriate. A range of extracurricular activities in different locations take place. Regular Health and Safety inspections are carried out on the school grounds.	All areas within the school will be utilised effectively. All staff to be aware of the access needs of disabled children, staff, parents/carers and visitors. Staff and pupils to maintain safe access around the exterior and interior of the school.	Timetables to be in place for additional learning areas Awareness Register to be monitored and updated as required Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired, if appropriate Ensure pathways are kept clear of vegetation Ensure external lighting works and is sufficient Be aware of the flooring, furniture and layout in planning for pupils with disabilities Families to be asked if they require any additional support when invited to an event	Principle SENDCo Senior Leadership Team Site Management Team Ground Staff Office Staff All Staff within School	Half termly timetables of rooms sent to teachers Awareness Register to be monitored and updated as required, half termly or as required PEEPs to be completed/updated, as required Site team to regularly check premises for hazards, half termly Letters will ask families to let school know if they require additional support, as required	All pupils, staff and visitors will be able to confidently and independently access the school grounds. All pupils will experience a range of visits/visitors and experiences.

Aim 3: Improve the delivery of information to stakeholders

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete Actions	Success Criteria
The school website is up-to-date. Families are kept informed with the website, letters, Arbour and by texting service. Families are regularly invited in for assemblies and other events. A weekly newsletter is send out to families, written by the Principle. This also includes what has happened in school that week, dinner menu, upcoming events and key messages. Curriculum newsletters are also shared each half term by year groups so that families are aware of what is happening in their child's year group. School have access to Language Line so they are able to communicate with families where English is not their first language.	To continue to develop communication within the school and also with the professional community and other stakeholders. To ensure written materials are available in alternative formats for parents/carers	School to ensure that families have been given the opportunity to inform us of any needs they may have before an event Improve availability of information for families on the school's website and leaflets/ letters for parents to collect Publish key content in school website Ask Stakeholders how best to share information with them -	Principle SENDCo Senior Leadership Team Inclusion Support Officer Office Staff	Letters will ask families to let school know if they require additional support, as required Weekly updates made to the school website, where appropriate	All stakeholders will have access to information which meets their identified needs. School will use a range of strategies to communicate with stakeholder.

