

## ACCESSIBILITY PLAN - 2020- 23

### Conifers Primary school.

RRS Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

*This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant 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. The Conifers Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school<sup>1</sup> and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Conifers Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - increase access to the **curriculum** for pupils with a disability, expanding 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 duties under the Equalities 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - improve the delivery of **information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school

and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Curriculum Policy
  - Equality Objectives (required from April 2012)
  - Single Equality Policy
  - Staff Development Policy
  - Health & Safety Policy (including off-site safety)
  - Special Educational Needs Policy
  - Behaviour Management Policy
  - School Improvement Plan
  - Asset Management Plan / Suitability Survey
  - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governor/ Committee
14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Review date \_\_\_\_\_

**Accessibility Plan - 2020 to 2023 : Improving the Curriculum Access**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
To ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Give monitoring details	Staff have had Thrive training and individuals have had training for supporting pupils with Downs Syndrome, ASD, hearing impairment.	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Participation in out of school activities is monitored. No children are excluded from any outside activities available to their year group. All available to boys and girls.	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils At the same time as being safe and in line with government guidelines for social distancing in schools	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Include visual timetables in all classes. Signing in KS1(4 staff have had sign along training) Additional visual support for SEN, EAL, Support from Hearing and vision support team	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	More time available for pupils to participate in curriculum activities
To deploy Teaching Assistants effectively to support pupils Catch up following lock down and absence from school.	Review needs of pupils within each class and staff accordingly  Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Ongoing	All pupils are supported to achieve their full potential JC S&L support. Very experienced and has undertaken training. KW ASD support ELSA training, visual timetables, and sensory diets. ASD training. JT clever fingers- move to learn training. Thrive training for Teachers and TAs Catch up TAs allocated to year groups.
For all children to be able to access Google classroom effectively and complete their learning.	Teach Google classroom skills so that children are able to access it in the event of them being absent from school	For all children to complete their learning on Google classroom in the event of them needing to self-isolate.	Autumn 2020	Children accessing their learning.

### Conifers Accessibility Plan - 2020 to 2023 :Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
To put routines in place so that children can access the school during COVID 19	Markings in the playground to keep 'bubbles' of children and parents apart.		Autumn 2020	
To set up the classes in line with the DFE guidance for COVID 19	Change to furniture layout. PPE and cleaning materials available to staff,		As above	

### Conifers Accessibility Plan - 2020 to 2023: Improving the Delivery of Information

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
Deliver a curriculum that includes children having access to Google classroom in school to prepare them for any periods when they are not in school.	Teach skills needed to access Google classroom to all staff and children.	For there to be an increase in the number of children accessing Google classroom when they are unable to be in school.	Autumn term 2020	Achieved
To deliver information to parents on how to support their children using Google classroom at home.	To email parents information on using Google classroom. To have a n opportunity for parents/carers to ask questions about Google classroom	For more parents to support their children using Google classroom at home.	As above	achieved
For schools to provide packs of learning for children who are unable to use Google classroom.	To provide packs.	For all children to access learning at home	As above	
.To support children with medical needs.	To provide a changing bench in the disabled toilet. To provide additional training for	Changing bench purchased and evacuation Sleds at the top of both stair cases. Staff sent on training courses and supported by the	October 21 September 21	Achieved autumn term 21 Training is yearly

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIME FRAME</b>	<b>ACHIEVEMENT</b>
	children with medical needs including diabetes and catheterisation	community nursing team. Staff supported by the diabetes medical staff.		
To support children with learning and behaviour needs.	Provide additional training and staff for children with complex learning and or behaviour needs.	School has advertised for 2 additional 1:1 TAs and have moved an intervention TA to support a new child until a new TA is appointed. Support from EP and SENCO.	October half term.2022	