

**COTHERSTONE PRIMARY SCHOOL**

**POLICY DOCUMENT**

**ACCESSIBILITY PLAN 2020**

**Date Revised: September 2020**

**Date for Review: September 2021**

**Signed:\_\_\_\_\_**

## Primary School Accessibility 2020

### Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success criteria
	<ul style="list-style-type: none"> <li>School is aware of the access needs of disabled children, staff and parent/carers.</li> <li>School staff are better aware of access issues</li> </ul>	<ul style="list-style-type: none"> <li>Create and ensure access plans are updated regularly for individual disabled children as part of IEP process, when and where necessary.</li> </ul>	As and when necessary	<ul style="list-style-type: none"> <li>SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.</li> <li>Raised confidence of staff and governors in their commitment to meet access needs.</li> <li>All parents able to fully access all school activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure all staff are aware of disabled pupils' curriculum access</li> <li>All staff are aware of individual care plans for pupils with specific allergies, medical needs</li> </ul>	<ul style="list-style-type: none"> <li>Continue to maintain system for information to be shared with appropriate staff (including lunchtime supervisors)</li> <li>Display information relating to individual pupils' needs in registers.</li> </ul>	<p>As and when necessary</p> <p>As and when necessary</p>	<ul style="list-style-type: none"> <li>Head teacher, secretary, assistant head</li> </ul>	<ul style="list-style-type: none"> <li>All staff aware of individual pupils' access needs</li> <li>All staff are aware of individual care plans for pupils with specific allergies, medical needs</li> </ul>
	<ul style="list-style-type: none"> <li>Review accessibility issues as need arises</li> </ul>	<ul style="list-style-type: none"> <li>Consult with children, parents and carers as they come into contact with school to improve any issues of physical, curriculum or communication access</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Full access enabled for all stakeholders</li> </ul>

**Appendix A  
Accessibility Survey**

Cotherstone Primary School  
Cotherstone  
Barnard Castle  
Co Durham  
DL12 9QB  
Headteacher: Mrs C. A. Matthewman

Duties as part of our Single Equality Plan/Policy.

It would be extremely helpful if you could complete this form.

Pupil`s Name: ..... Class: .....

Parent/Carer Name: .....

Signature: .....

Do you consider your child to have a disability? Yes / No  
If yes, please give more information below:

.....  
.....  
.....

Do you consider yourself to have a disability? Yes / No  
If yes, please give more information below:

.....  
.....  
.....

Is there anything the school can do to assist access to services and information? For example:  
Access to school events, Information in alternative formats

.....  
.....  
.....

This information will be stored in accordance with Data Protection legislation and will be used as appropriate to inform decision and policy making.

Would you be willing to join/advise\* the Community of Learning Disability Equality Group?  
Y/N \*delete as appropriate

# COTHERSTONE PRIMARY SCHOOL

## Appendix B

### Equality Impact Assessment

Name of policy (or issue/project) being assessed?	Date

<b>Lead Person</b>
Members of the assessment team & others involved in the assessment

What are the aims/desired outcomes of the policy or project?
List any other key policies, procedures, projects or strategies that this policy/project has implications for:
What are the racial, disability and gender equality implications of the policy or project (if any)?

Does the policy or project have any (potential or actual) significant positive impact for: <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
What evidence do you have?	
Is there any way of reducing or eliminating the adverse impact or increase positive impact?	

<b>Action to take</b>			
If you have indicated there is a negative impact, can it be justified?	<b>Yes</b>		<b>No</b>
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	<b>Yes</b>		<b>No</b>
If you have answered YES, please list the changes made to eliminate this discrimination:			
Additional comments (eg, monitoring/evaluating the policy or project)			

Signed (Person completing the form):	Designation/Job Title:	Date:
--------------------------------------	------------------------	-------

## Appendix C

## **COTHERSTONE PRIMARY SCHOOL**

### **Questions to support the Accessibility Plan**

#### **Identifying Barriers to Access - Curriculum**

- 1 Are teachers and support staff receiving training to teach and support disabled pupils?
- 2 Are classrooms optimally organised for disabled pupils?
- 3 Do lessons provide opportunities for all pupils to achieve?
- 4 Are lessons responsive to pupil diversity?
- 5 Do lessons involve work to be done by individuals, pairs, groups and the whole class?
- 6 Are all pupils encouraged to take part in music, drama and physical activities?
- 7 Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?
- 8 Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?
- 9 Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?
- 10 Is there access to appropriate computer technology for pupils with disabilities?
- 11 Are school visits made accessible to all pupils irrespective of attainment or impairment?
- 12 Are there high expectations of all pupils?
- 13 Do staff seek to remove all barriers to learning and participation?

#### **Identifying Barriers to Access - Premises**

- 1 Does the size and layout of areas - including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?
- 2 Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?
- 3 Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?
- 4 Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- 5 Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?
- 6 Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
- 7 Are areas to which pupils should have access well lit?
- 8 Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- 9 Is furniture and equipment selected, adjusted and located appropriately?
- 10 Is the equipment in the disabled toilet properly installed and accessible?

#### **Identifying Barriers to Access - Personnel, Governors and Parents**

- 1 Are teachers, administration and support staff aware of the implications for them of the Disability Discrimination Act?
- 2 Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?

## COTHERSTONE PRIMARY SCHOOL

- 3 Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?
- 4 Does the school have facilities such as ICT to produce written information in different formats?
- 5 Are staff familiar with technology and practices developed to assist people with disabilities?
- 6 Are pre-school home visits used effectively to plan ahead for pupils with disability?
- 7 Do staff have access to training?
- 8 Do policies reflect the school's aim?

**Community Cohesion** - The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood.

The guidance from the Department for Children Schools and Families on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three areas:

- **Teaching, learning and curriculum** - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equality and excellence** - to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and extended services** - to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

**Single Equality Act 2010** - This Act is the overarching legislation for all equality duties.