

Accessibility Plan For Colyton Primary Academy 2023

Statement of intent

This plan should be read in conjunction with the Federation Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Executive Head, Head of Teaching & Learning and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

School background
The school's accessibility is audited by senior staff, including Head of School and SENDCO. The school is a 1 form entry primary school situated on one small site. It caters for children aged 4 -11. There are 22% SEND and 25% Pupil Premium
Improvements already made to enhance access to the curriculum
The school joined the First federation Trust in July 2020. Following this, the school's curriculum was re-designed, and curricular goals and priorities were identified for each year group. The curriculum is designed to be accessible for all, with support put in place where necessary to facilitate full access. The school use metacognitive practices in all subjects and year groups and this allows all pupils to be able to fully access the curriculum. Training is provided to school staff, regularly, including CPD for TAs and meetings for teachers, and provision for those with additional needs features prominently, including speech and language support and supporting those with communication needs. Children with additional needs have personal plans with specific targets (PLPs). Some have Relational Support Plans, which identify opportunities to support pupils through building strong relationships and this in turn enables students to achieve and behave well. If needed children may require a co-regulation plan. Advice is regularly sought from advisory teams including Inclusion, CIT, Speech & Language, Occupational Therapy and SEMH teams.

Labelling in classrooms generally uses Communicate in Print (Widget) and all classes have visual timetables. Staff are mindful of fonts, size and colour when preparing materials for children and their parents/carers. Our school use a cursive font and strive to use this in all classroom displays.

Pupils within KS2 have been identified through Dyslexia Screenings as having moderate / severe Dyslexic tendencies and subsequently the school has purchased additional resources such as Nessy spelling and reading programmes, coloured overlays, with training being planned to improve the quality of intervention.

Where children are identified as having difficulties with speech and language the school use the NELI programme as well as Speech and Language Link to provide targeted intervention so that they make progress.

Next steps to further enhance access to the curriculum

Issue	Action	Responsibility	Target deadline	Outcome	Review
Embedding a progressive and sequential curriculum, and its impact upon the learning of SEND pupils, to be monitored throughout the year, through observation, work scrutiny and data analysis.	Monitoring actions calendar to include focus on learning of SEND pupils.	HoTL, Subject Leaders, SENDCO	Ongoing: 3 major points per year (once per term)	Improve engagement for all learners reflected through progress and attainment	
Provision maps and long term pupil progress targets are used to target support effectively	Provision maps are updated regularly at staff and team meetings to ensure vulnerable groups make progress	Class teachers HoS SENDCo	Reviewed at least half termly	Progress reflected in individual assessments	

Continue use of Language Link as tool for diagnosis and support via intervention and NELI	CPD meetings for teachers and TAs	SENDCo	Spring 26	Language Link used to monitor communication and language progress: shows good individual progress	
Staff to continue to provide an inclusive curriculum- use of Relational Support Care Plans as a priority for children with SEMH difficulties	Audit and support of curriculum planning and delivery that is succinct with care plans.	SENDCo HoS	Ongoing- Relational Support Plans to be regularly reviewed.	All staff are aware of the accessibility issues needed to successfully implement all children's plans.	
To continue to ensure that the environment in all classes is conducive to high quality universal provision.	Audit of current provision by all four areas of need. Checklist of elements needed created specifically for Colyton based on NASEN 'Inclusion by Design' input.	SENDCo	Summer 24	All staff are involved in the creation of Colyton Universal Provision checklist. High quality universal provision evident in each class.	

Planning duty 2: Physical Environment

School background
There is good access to all parts of the school. All areas of the school are accessible by wheelchair except for the EYFS and KS1 areas to the Hall and the year 3 and 4 cabins. A wheel chair lift is sited near the hall to allow for access to this area. Ramped access connects the two playground areas. Some repair is needed to this to make it aesthetically pleasing. There is no car parking for visitors available to the school. The school does have three car parking spaces at the rear of the building on School Lane. This is level and has suitable ramps in the pavement for easy access to the school entrance. Parents of disabled pupils would be advised that they may use one of these spaces when bringing/collecting their children from the school. Access to the school through the main door is through a large doorway with several steps. Parents of disabled pupils or for visitors who require a level access would be advised to use the main school gate. The school is accessed off The Butts. There are no pavement facilities and the school gate opens straight on to the road. When children arrive and leave school, there is a member of the school staff available to monitor the gate and ensure children arrive and leave in an orderly and safe manner. There is one accessible toilet and washing facilities available on the site. The accessible toilet has an adjusted toilet and a functioning hoist.
Improvements already made to enhance access to the physical environment

Signage directing visitors to reception is clear. All toilets have clear labelling. All steps are regularly re-nosed, handrails checked and areas such as door frames, skirting boards repainted.					
Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target deadline	Outcome	Review
To ensure nosing on all steps through-out site is clear inside and out (annual task)	To remark nosing where needed using a durable paint in a contrasting colour.	HoS Caretaker	End of each year (H&S check)	Clear nosing on all steps which s maintained as necessary, improved safety for all site users	
To provide equipment to reduce distractions wedge seats, headphones, pencil grips etc. (annual task)	Purchase/ source as required	SENDCo	On going	Children to be engaged and focused	
Teachers ensure that backgrounds on IWBs are pastel colours (not white)	Use the pastel shade backgrounds when using IWBS	Class Teachers	Ongoing	Reduced strain on the children's eyes All children are able to read IWBs clearly	

Planning duty 3: Information

School background					
School staff work closely with parents and additional parent/carer needs are recorded and shared with relevant staff so that barriers to communication can be removed.					
Improvements already made to enhance access to information					
Where necessary, we will ensure that alternative formats are available such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT if required. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats. Further improvements include; updated website, updated SEND policy on school website, updates SEND Information report on school website, weekly newsletters, class learning letter weekly, Team Around the Family meetings, home visits for reception children prior to starting school.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Staff to be aware that Parents/carers can access information	Ensure that information going to parents is minimum font size 12. EAL families receive information in first language where possible. Interpreters for	SEND Admin Class teachers	On going	All site users able to access information	

	deaf parents used when possible. Where possible parents who need support with literacy letters and information is shared verbally.				
Check all signs on classrooms and toilets are clear and all use Widget so that all children are able to understand.	Ensure all classes are appropriately signed and that children know where to access the correct toilets, rooms and spaces in school	HoS Class Teachers	Regular checking for missing ones	All rooms are clearly marked	
Ensure children clear about sequence of activities for the day	Check classrooms all have visual timetable which is being used. Specific children have visual	SENDCo class teachers 1:1 TAs	Autumn 24	Children clear about timetable and secure about what is happening. Anxiety reduced.	

	timetable which is being used.				
Parents awareness of school nursing service	Link on school website Promote on newsletter and through new parent mtgs	HoS SENDCO	July 24	Link on school website Parents to access when required	
Improve access to information and services from the Local offer on website such as courses led by Early Help, ASD support. Make this information more accessible by signposting parents to the SEND area of the website by Parentmail.	SENDCo to write new content for the SEND area of the website and to liase with administrator for uploading.	SENDCo School admin	July 24	Parents accessing the website on a regular basis and using it to find information.	