



# Accessibility Plan

Approved: February 2021  
Review date: February 2024



# Canon Barnett Primary School Accessibility Plan

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the policy. We work closely with outside agencies such as the Tower Hamlets SEND department, school nursing; the Educational Psychologist (EP), Stephen Hawking Outreach and Phoenix Outreach.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **Legislation and guidance**

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

### Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM: To Increase access to the curriculum for children with a disability

Current good practise	Objective	Person responsibility	Date to complete actions by
Our school offers a differentiated curriculum for all pupils.	Work is tailored for the needs of the individual child	Class teachers Subject leads	Ongoing
Children work in mixed ability learning partners with clear success criteria. We do not stream for any subjects (other than phonics in EYFS and KS1) so that children have the opportunity to access and progress their learning at their level for that lesson.	Children are not restricted by limitations that others may put on them. Children progress at their own pace for a given objective	Class Teachers and subject leads	Ongoing
<p>We use scaffold activities and use resources tailored to the needs of pupils who require support to access the curriculum. We take advice from other services to ensure that resources are prepared and presented in the most accessible way.</p> <p>Access arrangements in place for assessment and national tests</p> <p>Resources may include: wobble cushions, reading pens, sloping board for writing, fiddle toys, adapted pens, PECS book and other resources that may be purchased and</p>	Pupils with disabilities have the same access to lessons as those without disabilities	Class Teachers SEN lead Subject leads	Ongoing

<p>allocated to students based on need</p> <p>Progress is tracked for all children, including those with a disability</p>			
<p>Targets set are appropriate for children with additional needs</p> <p>Termly targets are set at pupil progress meetings with SLT (SEN lead). Shorter term individual targets are set by classteachers and children to work towards and discuss in lessons</p>	<p>Progress of individuals is tracked</p> <p>Progress of pupils with SEN needs are tracked as a group</p>	<p>Classteachers Subject leads SEN lead Headteacher</p>	<p>Termly (for long term targets)</p> <p>monthly (short term targets)</p>
<p>The curriculum is reviewed to ensure it meets the needs of all children</p> <p>Adaptions are made for the individual needs of students including pastoral support, timetable adaptations, interventions, speech and language therapy,</p>	<p>The curriculum is fit for purpose</p>	<p>Curriculum lead</p>	<p>End 2021</p>
<p>Canon Barnett Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Training for staff when working with children with specific needs including medical</p> <p>Tailored resources available to the needs of the child</p>	<p>All children are able to access the curriculum</p> <p>Staff are skilled and confident to work with and adapt to the needs of all children</p> <p>Use of advisory teams for advice and training for staff</p> <p>Outreach support from Phoenix and Stephen Hawkings</p>	<p>SEN lead</p>	<p>Ongoing</p>
<p>Staff are welcoming and happy to invite parents and visitors into school</p>	<p>Person to person communication (where covid allows) or phone call</p> <p>Update parents with events and information to local support networks</p>	<p>All staff</p>	<p>Ongoing</p>
<p>The school environment has</p>	<p>No pupils is any disability is</p>	<p>SEN lead</p>	

<p>been adapted as far as possible to the needs of pupils with disabilities. This includes:  A lift to the third floor  Disabled toilet and facilities.  Unfortunately the age of the building and the nature of four floors with additional mezzanines makes it a challenge for us to offer full accessibility to those with who are unable to use stairs. We can and have organised classes around accessible floors and ensure that timetables allow for use of the lift to all classrooms.</p>	<p>disadvantaged by the physical school environment</p>	<p>Premises manager  headteacher</p>	<p>Ongoing</p>
<p>Ensure SEN needs handover to staff in a meeting as well as relevant information and reports</p> <p>Consider layout of classroom to support children with behaviour/physical or learning needs</p> <p>Next years staff to attend annual review (when possible)</p> <p>SEN lead to meet and discuss with parents any need</p>	<p>Specific children have equipment and settling arrangements as they need. Ensure a smooth transition occurs when joining the school or to new classes in September</p>	<p>Class teachers and SEN lead</p>	<p>Ongoing:  Particular focus at end of summer term/beginning September</p>
<p>Staff are use Widgit symbols to support children's understanding of their timetable, choices in the day and new vocabulary</p>	<p>Visuals supporting the understanding and communication for children</p>	<p>All staff</p>	<p>Ongoing</p>
<p>Effective communication and engagement with parents</p>	<p>Annual reviews for children with EHCP  Open door policy for conversations with SEN lead/class teachers</p>	<p>SEN lead</p>	<p>Ongoing</p>

## NEXT STEPS

No signage in school	Classrooms labelled with appropriate widget symbols to inform pupils, staff and visitors of the use of the room  Design and positioning to inform those with visual impairments and wheelchair users	SEN lead	End 2021
Currently auditory alarm in place	Visual fire alarms to be installed in new areas of th school and when old areas are being developed	Premises manager Headteacher	Ongoing from 2021
Ensure all children are represented in the curriculum	Audit curriculum to ensure that we have included examples of people with disabilities. Books in library	Curriculum lead and SEN lead	End 2022

### Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

### Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

Inclusion Policy