

Cams Lane Primary School



Policy	Accessibility Plan
Date adopted	June 2020
Reviewed date	Sept 2021
Reviewed date	Feb 2023
Reviewed date	Feb 2024
Reviewed date	Fen 2025

Cams Lane Primary School Accessibility Plan 2025

Purpose of the Plan

The purpose of this plan is to show how Cams Lane Primary School intends, over time, to increase the accessibility of our school for all pupils including those with a disability.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Cams Lane Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible as we are a single storey building with ramps in the majority of areas where a step up is required. An external accessible pathway was completed in July 2018. We have accessible toilet facilities available at the front of school.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Our personal care policy is shared with staff and updated in accordance with the review cycle.

The Current Range of Disabilities within Cams Lane Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, visual impairment, hearing impairment, developmental delay and other specific illnesses or physical conditions. When children enter school with specific disabilities, the school contacts relevant professionals for assessments, support and guidance for the school and parents. We have a moveable rubber ramp from the hall to the yard.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in classrooms; all children with a medical care plan have them displayed inside every classroom with a note to be read by any person with duty of care for the child. A list of all medical issues is kept centrally in the SENCO cupboard.

Approved by Governors:

Review date:

Accessibility plan – 2025

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility plan is discussed as part of the HT report at Governors meetings	To add as standing item once per year	Meeting legislation and ensuring continued input from governors.	Annually	Spring LGC meetings
To improve staff awareness of disability issues	Review and provide training as appropriate Any new staff to have appropriate training. Use of external agency training. Care Plans to be reviewed annually and shared with teachers.	Increased awareness. More staff to be able to support children confidently with their daily needs. Parents to have confidence that children's needs are being met.	Ongoing	Ongoing
Admissions policy and criteria seeks to remove barriers to our school and for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.	Early provision to be put in place if needed. Liaise with schools and other external agencies where necessary.	Children with SEND to be well supported.	Ongoing	Ongoing
Physical environment				
To ensure that where possible, the buildings and grounds are accessible for all children and adults	Annual audit by Governors	Modifications when needed .	Ongoing	Ongoing
Curriculum and curriculum enhancement				
To ensure that all children can access in and out of school activities (clubs, trips etc.)	Review provision to ensure access is possible	All children are able to access the opportunities	Ongoing	
To provide specialist equipment or modifications to allow all children to	Assess need and address the equipment required.	Children are able to fully access learning.	Reviewed as part of Senco's Provision	

access the curriculum and promote full participation in their learning and continue to respond to individual needs.	Use the expertise of internal and external agencies. Children to have access to any necessary resources needed. Children to be given opportunities for alternative ways to record.	Independence increases. All children will be able to evidence their knowledge and understanding using specialist and alternative equipment where needed.	mapping on Insight	
To meet the needs of individuals during statutory testing on SEN pupils.	Enhanced test papers such as larger print Extra time, rest breaks	Children are able to access the tests fairly	Statutory Assessment time frame for applying for enhanced papers	Adapted papers ordered
Regularly review teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed.	All SEND children to have a one-page pupil profile including those with SEMH. Staff training designed to raise awareness of disabilities, including hidden disabilities to enable them to minimise any potential difficulties.	All staff aware of the best strategies for supporting children.	Three reviews per year.	Ongoing
To ensure that all children with SEND have full access to the curriculum.	Where necessary curriculum will be adapted and differentiated to meet the needs of SEND children.	SEND children to have access to a broad and balanced curriculum.	Ongoing	Ongoing.
Communication/written information				
To ensure that all members of the school community can access information	Modifications to format of information in accordance with need.	Modifications provided as necessary	Ongoing	Ongoing
To ensure that parents who are unable to attend school due to a	Telephone appointments, written information,	Parents are fully informed of their child's progress.	Ongoing	Ongoing

disability are given alternative options to discuss their child's progress.	alternative appointments	All parent to be able to access homework and be able to support children's academic progress.		
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