



## **ACCESSIBILITY PLAN 2023 - 2026**

## POLICY CONTROL

|                                     |   |
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| <b>Policy review frequency</b>      | Every three years   |
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| <b>Ratified by</b>                  | Full Governors Committee  |
| <b>Date</b>                         | May 2023  |
| <b>Next review date</b>             | May 2026  |
| <b>Headteacher signature</b>        |   |
| <b>Chair of Governors signature</b> |  |

## **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 Learning Advisory Service; school nursing; the Educational Psychologist (EP) 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  | Current good practice  | Objectives  | Actions to be taken   | Person responsible  | Date to complete actions by | Success criteria   |
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| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils.  | Work is tailored for the needs of the individual child.                                 | Continued monitoring in book looks  | Class teachers<br>Subject co-ordinators                         | Ongoing                     | Clear differentiation can be seen in pupils' books.  |
|  | We use resources tailored to the needs of pupils who require support to access the curriculum.<br>We take advice from other services to ensure that resources are prepared and presented in the most accessible way. | Pupils with disabilities have the same access to lessons as those without disabilities. | Class teachers to follow advice from the school's SENCo or other professionals such as the EP or QTD/QTVI<br><br>Progress is analyzed | Class teachers<br>SENCo<br>Assistant Headteacher<br><br>Subject | Ongoing                     | Resources used are appropriate and have been organised in advance.<br><br>Staff are aware of |

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|  | Curriculum progress is tracked for all pupils, including those with a disability. | Progress of pupils with a disability is tracked robustly  | and next steps put in place where needed   | coordinators<br>SENCo<br>Assistant<br>Headteacher   | Termly      | the attainment and progress of pupils with a disability. Analysis of data allows further actions to put in place if needed |
|  | Targets are set effectively and are appropriate for pupils with additional needs. | SMART targets allow pupils and teaching staff to focus on key skills and knowledge to advance the pupils' learning. | Targets set are reviewed termly. Small steps of progress not shown in levels are recorded during termly SEND update meetings and through assessment. | Class teacher<br>SENCo<br>Assistant<br>Headteacher  | Termly      | Pupils make progress against the targets.  |
|  | The curriculum is reviewed to ensure it meets the needs of all pupils.            | The curriculum is fit for purpose   | The school's curriculum was relaunched September 2020, and will be reviewed at regular intervals   | Subject coordinators<br>AHT (Teaching and Learning) | Ongoing     | Review makes considered amendments that ensure all needs are met   |
|  | As a school, we ensure that pupils with disabilities are fully represented        | To continue to ensure that pupils with disabilities are fully represented   | Audit of curriculum resources to ensure that we have included examples of people with disabilities. Books in   | Subject coordinators                                | Autumn 2023 | Our pupils with a disability are shown to be fully representative.   |

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|  |   |  | library/use of leaflets/class resources   |                             |                                |  |
|  | Cubitt Town Primary School offers a differentiated curriculum for children of all abilities and uses adaptive teaching to ensure certain pupils are able to access the curriculum fully.                        | Staff to have ongoing CPD to ensure they understand specific needs of the pupils in their class.   | Audit of CPD to be done at the beginning of every school year, and training put in place where identified.                    | AHT Inclusion/SENCo         | September every year           | Staff knowledge matches the needs in the class.  |
|  | Staff are welcoming and happy to invite parents and visitors into school  | Person to persons communication at the front door  | Create pamphlets which are available at the front desk to direct parents and visitors to local support networks.              | SENCo<br>Lead Practitioners | Ongoing                        | Pamphlets on display<br><br>Staff member available to translate into community language where possible   |
|  | Children have specific equipment and setting arrangements when needed which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new | Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ SEMH / physical needs | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. | Class teacher<br>SENCo      | Ongoing with reviews as needed | Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. |

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|   | pupils.   |   |  |   |          |   |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• A ramp to the Library building</li> <li>• The lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• An accessible toilet on the ground floor with a shower, changing facilities and a hoist.</li> </ul> | No pupils with a disability is disadvantaged by the physical school environment.        | <p>There is a lift from the KS2 playground to the 1<sup>st</sup> floor of the school.</p> <p>The corridor to be kept clear of anything other computer trolleys to allow full access.</p> <p>Parking bays are available by prior arrangement with the office in the school car park.</p> <p>An accessible toilet, changing area and shower are available on the ground floor of the building.</p> | <p>Premises Managers</p> <p>All staff</p> <p>Office staff</p> <p>Premises Managers</p> <p>Premises Managers</p> | On going | Our school is as accessible as possible for pupils with a disability            |
|   | Corridor access   | Majority of corridors are accessible for wheelchairs and wide enough for manoeuvre      | Corridors to be tidy and free from obstructions  | All school staff  | Ongoing  | All corridors are accessible for wheelchairs and walking aids                   |
|   | Staff are able to use PECS, core board and widget symbols as ways of supporting pupil communication   | Pre-verbal pupils and those with communication difficulties can communicate with others | <p>PECS and/ or widget symbols are used to support pupils to communicate</p> <p>Training in PECS is provided for all adults using PECS with their</p>  | All staff   | Ongoing  | Pupils are about to use an alternative way to communicate and request if needed |

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|   |   |  | children  |  |  |   |
|   | Fire alarms   | Everyone in the school will be made aware when the fire alarm goes off | Visual fire alarms to be installed in new areas of the school on a rolling program  | Site manager<br>SLT  | Ongoing  | Accessible for everyone   |
| Emergency escape routes   | Labels well and clearly displayed throughout school.  | Continue to ensure signs are maintained.                               | Checked as part of the regular Health & Safety walk-through by SLT  | Site manager<br>SLT  | Ongoing  | Exits are easily found by anyone in the building  |
| Improve the delivery of information to pupils and parents with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Use of Class Dojo for communication with parents- this automatically translates a message into over 100 different languages</li> </ul> | Information is accessible by all pupils and parents                    | <p>Ensure that picture signage is placed in appropriate places around the school.</p> <p>Ensure that all resources for VI pupils are of the recommended size.</p> <p>School to access RNIB library for large-print books where appropriate.</p> <p>Advice for pupils with a VI or HI is followed correctly to enable to best learning environment for these pupils.</p> | <p>SENCo<br/>Assistant Headteacher</p> <p>Class teacher<br/>SENCo<br/>Assistant Headteacher</p> <p>Assistant Headteacher</p> <p>Class teachers</p> | <p>Ongoing</p> <p>On going</p> <p>On going</p> | <p>Information is accessible for pupils who are unable to read</p> <p>VI pupils have appropriate resources.</p> <p>VI pupils have equal access to appropriate home reading books.</p> |



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|  | Staff are aware of Widget symbols and have received the appropriate training | Widget is used to support the communication and learning needs of pupils | Use Widgit symbols to label trays.<br>Use visual timetables and calendars. | SENCo<br>Class Teacher<br>LSA | Ongoing | Classroom environment to have resources in place and staff to use it as part of their daily practice. |

#### **4. 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.

#### **5. 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

## Appendix 1: Accessibility audit

| Feature           | Description   | Actions to be taken<br>Further information   | Person responsible                    | Date to complete actions by |
|-------------------|---|--|---------------------------------------|-----------------------------|
| Number of storeys | The school is arranged over 3 floors of a Victorian building.   | There is a lift from the ground floor to the first floor. There are a few steps between the first-floor corridor and the KS2 hall; these can be converted to a slope to allow better access if needed. (stair lift now in place) | n/a                                   | n/a                         |
| Corridor access   | Most of the classrooms are accessible from the main corridor, These corridors are also used to store computer trolleys. | Corridor to be kept clear of anything other than computer trolleys.<br>Staff members returning computer trolleys to the corridor to ensure that trolleys are stored flush with the walls and that all leads are off the floor.   | All school staff<br>Premises Managers | Daily sweep                 |
| Lifts             | A lift is available from the KS1 playground, up to the 1 <sup>st</sup> floor / KS2 area of the building.                | Lift area to be kept clear at all times.   | All school staff<br>Premises Managers | Daily                       |
| Parking bays      | The school car park has sufficient parking bays for staff and visitors.   | Visitors requiring a parking bay so they can access the school easily can do so by prior arrangement with the school.  | Office staff                          | As needed                   |

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| Entrances      | The two main entrances to the school are accessed via staircases.   | An alternative way in to the school is via the lift by the middle stairs in the playground.  | All school staff  | As needed |
| Ramps          | There is level access into the school via the main school entrance on Manchester Road, and from the Reception and KS1 playgrounds into the main corridor.   | The accessible toilet is on the ground floor and can be accessed via a level access.   | All school staff  | As needed |
| Toilets        | There is level access to the KS2 playground toilets from that playground.<br><br>There is an accessible toilet on the ground floor of the building. It contains a changing station, toilet, hoist and shower and can be used by pupils, visitors and staff. | Toilets in nursery are accessible from the classroom.<br>In Reception/ KS1 toilets are accessible from the classrooms. There is one step up to access the toilets from the Reception/ KS1 playgrounds.<br><br>The Y3/4 toilets in KS2 have level access from the main KS2 corridor, however they might not be fully accessible for those using walking equipment or a wheelchair.<br><br>The Y5/6 toilets are access via a stairlift<br><br>Staff have access to toilets via a level access. | Premises Managers | As needed |
| Reception area | The reception area has been rebuilt since amalgamation. This means that there is better space for visitors to wait and  | Chairs are available at reception for parents and visitors if needed.  | Office staff      | As needed |

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|                         | <p>this is not impacting on learning as the entrance has been moved.</p>   |  |                                  |                                     |
| Emergency escape routes | <p>All emergency escape routes are clearly marked throughout the school.</p> <p>Emergency escape routes are displayed in each room in the school, and visitors to the school are informed of the correct escape to use upon arrival.</p> | Emergency escape routes to be reviewed on a yearly basis, or sooner if deemed appropriate. | Headteacher<br>Premises Managers | n/a                                 |
| PEEPs                   | <p>Personal Emergency Evacuation Plans (PEEPs) are in place for pupils and staff who may have difficulty responding to a fire alarm or leaving the building unaided</p>  | PEEPs to be updated yearly, or sooner if needed.   | Assistant Headteacher            | Reviewed yearly or sooner if needed |