



**Asfordby
Captain's Close**
Primary School

Accessibility

Plan 2024 - 2027

Adopted:	Advisory Board	Date:	March 2021
Plan owner	Headteacher	Review frequency	3 years

Status	Statutory	Next review	October 2027
Version	1.0		

Document History

Version	Version Date	Author	Summary of Changes
V1.0	March 2021	Head of School	New plan developed
V2.0	Oct 2024	Natalie Willcock Headteacher	New plan developed

Contents

Introduction.....	1
Purpose of plan.....	1
Equalities.....	1
Involving the views of others.....	1
Identifying Barriers to Access.....	1
Review.....	2
Accessibility Plan 2021-2024.....	3
Appendix 1: Accessibility Audit.....	6

Introduction

Captain's Close Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of plan

The purpose of this plan is to show how the school intends to, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and wider opportunities.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including

the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. The plan is drawn up in compliance with current legislation and

requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

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.

The plan is structured to complement and support the school's equality objectives and will similarly be published on the school website.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Information and Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- Inclusion Policy

The Schools complaints procedure covers the Accessibility plan.

Involving the views of others

The priorities for the plan were identified/agreed by:

- The Advisory Board
- Head of School
- Senior Leadership Team
- Inclusion Leader/SENDCo
- Site Manager
- Parents/carers

Identifying Barriers to Access

The plan will run on a three-year cycle and follow the planning process outlined below.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new plan for the ongoing period.

The access audit is the responsibility of the Headteacher supported by the Special Education

Needs Coordinator – appendix 1.



It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The Advisory Board is responsible for approving and monitoring progress against the plan. Headteacher is accountable for implementation, review and reporting of progress of the plan.

Review

This plan will be reviewed annually by Headteacher to assess its effectiveness, and progress against the plan will be reported to the Advisory Board. The Headteacher will conduct additional reviews as required to ensure that the needs of new members of the school community are catered for.

A formal review will be completed every three years and presented to the Advisory Board for approval.

Accessibility Plan 2024-2027

Aims and objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

AREA	TARGET	STRATEGY	PERSONNEL	FUNDING	TIMESCALE	REVIEW of PROGRESS
PHYSICAL ACCESS AND ENVIRONMENT	Create designated disabled parking space	Not in plan currently.	NW/JS/NO	School budget	Summer 2025	
	Improve support for visually-impaired pupils navigating the school environment.	Braille stickers to be Created within school CL to complete	CL + visual team		End of Autumn Term	Braille stickers are more visible throughout the school to support pupils.
	Appropriate changing facilities for preschool including disabled access.	Add to Estates Development Plan and work with the Head of Estates to assess feasibility	NW,JS, Head of estates	capital	Summer 2025	
	Improve calm/quiet room space to support pupils with sensory needs	In progress currently. Complete with painting by End of Autumn Term	JS	School budget	End of Autumn Term	
	Improve wheelchair access and exit for pupils and visitors through the school	Add to Estates Development Plan and work with the Head of Estates to assess feasibility	NW, JS, Head of estates	Capital	This is probably a longer term one due to cost	
	Annual repainting of nosing on all steps.	Premises Officer to paint as part of annual maintenance program	NW/JS		Summer - annually	

Redecoration program to ensure site is in good order.	Premises officer to add dates in the diary as an action plan and Implement a painting program of the school Investigate community project access.	NW/JC/JS			

AREA	TARGET	STRATEGY	PERSONNEL	FUNDING	TIMESCALE	REVIEW of PROGRESS
	Upgrade outside play areas – replace bark with compliant surface layer. Consider inclusive play resources outside	Repaint equipment and general maintenance Upgrade surfacing and consider new equipment.	NW/JS, head of estates	Budget/SEMH/devolved capital	Repaint annually by Oct 2024 fencing and equipment	
	Complete renovation program for cloakrooms to address slip hazards and upgraded drains and facilities	EYFS cloakroom – organization and space	NW/JS	Budget – maintenance and repair		
	Replacement of lifted carpet areas – Year 3, Year 4, EYFS.	Replacement of flooring	NW/JS/JC	Budget – maintenance and repair	Summer 2025	
INFORMATION	Ensure school documentation is available in formats accessible to all	Upon request, provide large print versions of documents/letters. Consider other media as and when necessary (e.g. audio text or alternative language)	Admin staff		As necessary	
	Parent Partnership engages in promoting positive approaches to solutions focused ethos.	Parent partnership support school aims and ethos.	NW – multiagency teams		Continue	More evidence on social media and PIE events planned to market the school.

	Develop staff awareness of assistive technology and practices	I would think you are already working on this with the PEDTECH e.g text-to-speech options on	NW, LC, JS Pedtech		Spring 2025	On-going
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AREA	TARGET	STRATEGY	PERSONNEL	FUNDING	TIMESCALE	REVIEW of PROGRESS
		word, easy-to-use keyboards etc.				
PARTICIPATION	Ensure all children have equal access to all activities and the whole curriculum, including PE, Music and sport	Monitor activities in line with school and LA Inclusion Policies. Provide support for individual pupils as necessary Clubs access and peripatetic opportunities.	NW/LC	PE Budget Music budget	2024-2025 ongoing	All SEMH hub children included in trips with main school 30.9.24
	Increase access to the curriculum for pupils with a disability	Captains Close offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Manual handling training for staff to support children with physical needs. Team team training for all staff for de-escalation strategies Visual training for all staff by the visual team Audit of CPD needs and specific training, including medical.	All staff	Team teach - PP	December 2024	Visual training completed LSA's 24.9.24
	Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised	The provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need. Commitment to CPD to promote health and				

	Mental Health need.	wellbeing. Development of 'Captains Crew' culture in school. Embedding and enhancement of an outstanding pupil safeguarding curriculum. Effective use of the Sports Premium funding to promote excellent pupil health. Successful embedding of approaches to active learning Delivery of extra-curricular opportunities which promote mindfulness and wellbeing. Captains wellbeing scales/zones of emotional regulation to be used throughout the school and pupils to check in with their wellbeing score.				
SPECIAL PROVISION	Ensure risk assessments, planning and PEEP for High needs pupil YrR are in place	Meet with Preschool, Physio and Occupational Health professionals to discuss needs	NW – all staff	LA funding	On-going	Met in Autumn term 2024
	Develop and enhance SEMH provision and Communication and interaction provision	CPD for staff to support pupil wellbeing. Run appropriate clubs/interventions for children to attend including lunchtime clubs. Relaunch of the SEMH provision and develop new CI provision developing indoor and outdoor. Redesign the sensory chill out zone in the nest.	SENCO SLT SENA Trust	All parties	Dec 2024	Sept 24 – some improvements made to the provision still further developments needed.

Appendix 1: Accessibility Audit

Completed by: Headteacher, Special Education Needs Coordinator & Premises Officer

Date: September 2024

This checklist comprises of three sections. The first considers whether the school environment is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections identify how the school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	2	Ramp for exits from YR-5 – only 1 available, some areas step out review.
Does the size and layout of the areas including all academic, sporting, play, social facilities-classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils	1	Access for all including new SEMH hub and EYFS block
Can pupils that use wheelchairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	2	1 shared disability toilet ,Ramps Would benefit from additional changing facility in preschool
Are pathways of travel around the school sight and parking arrangement safe with routes logical and well signed	2	Need a designated disabled parking space – to be completed Uneven pathway entering school needs reviewing and side surface area.
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	1	Flashing fire alarms for VI, fobs for HI and exit signs on all fire doors.
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	3	Braille stickers to be created and ordered
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No	
Are areas to which pupils should have access well lit?	1	New lights have been changed, the new lights are on sensors and will come on as a person enters the room. Review emergency lighting across school
Are steps made to reduce background noise for	1	All classrooms are now fully contained

those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?		- including doors. Fire breaks have been included. Ear defenders brought
Is furniture and equipment selected, adjusted and located appropriately?	2	Correctly sized tables and chairs as per OH guidelines in most – review year 4. Any table replacements consider adjustable.

Are quiet rooms/calming rooms available to children who need this facility?	2	Dual functioning rooms and developing spaces across school to provide self regulation.
Are car park spaces reserved for disabled people near the main entrance?	4	This is an action to be complete end of academic year. Nathan O.
Are there any barriers to easy movement around the site and to the main entrance?	1	No steps now.
Are steps needed for access to the main entrance? Y/N Do all those steps have a contrasting colour edging?	N	
If there are steps, is a ramp provided to access the main entrance?	N/A	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	NA	
Is it possible for a wheelchair user to get through the principal door unaided? Y/N If no, is an alternative wheelchair accessible entrance provided?	2	However, the door pulls open, but through intercom system the door lock can be released. Help could be requested to aid with the opening of the door.
Do all internal doors allow a wheelchair user to get through unaided?	2	Minimal number of internal doors which are pull/push. With help pulling open the doors, wheelchair users could get through successfully.
Do all the corridors have a clear unobstructed width of 1.2m?	Y	
Does the school have a wheelchair accessible toilet?	Y	Adapted through advice from OH, would benefit from a refurbishment to update and utilize the space
Does the block have accessible changing rooms/shower facilities?	4	Not currently
How many storeys in the block? Tick appropriate box: a = single storey throughout, b = single storey with some split level parts, c = single storey with some 2/3 storey parts, d = mainly 2 or 3 storey?	NA	
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	N/A	Steps are marked with black and yellow paint
Is there a continuous handrail on each internal stair flight and landing?	N/A	
Does the block have a lift that can be used by wheelchair users?	N/A	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	3	No access from Y1-Y6 because of the slope of the doors

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	1	All staff are trained as the need arises.
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	<ul style="list-style-type: none"> • VI support • HI support • Autism Outreach • EPIC Educational Psychology Service • EPIC Speech and Language Therapy Service
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	2	SEND Learning Walk to be conducted by the SENDCo.
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	1	
Do lessons provide opportunities for all pupils to achieve and succeed?	1	
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	
Do you provide access to appropriate technology for those with disabilities?	1	OT support for pupil in yr2,4,5 Coloured filters for reading Left handed scissors/ pens Pencil grip support Sensory bands for seating Laptops – reading progress, immersive reader and further apps
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	Risk assessments for SEND issues for class visits and residential.
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	1	Additional visits for pupil, transition meetings between SENDCOs and teachers of each school.

Are there high expectations of all pupil's behaviour?	1	Consistent system across the whole school
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		Targeted support for those with SEMH needs
Are pupils equally valued?	1	
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	1	Yearly review

Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	1	Large print and braille writing daily. Use of widgets
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, overhead projector and describing diagrams.	2	Aug 24 Use of digital and adapted technology evident in some classes. Laptops used to support EAL, SEND, reading allowed programs.
Do you have facilities such as ICT to produce written information in different formats?	1	Microsoft 365 offers a range of apps to support learning.
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	3	Aug 24 Staff training CPD some attended conference on adaptive technologies.
Are the 'responsible body' aware of their duties and responsibilities under DDA?	1	Aug 24 Discussed protected characteristics and equality act at all staff meetings and SLT meetings.

Access Plan Review

Time Scale	Targets	Activities	Outcomes	By when	Who	Success Criteria
Short Term	Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	Braille labels to be attached to all accessible areas of the school. Toilets, doors.	All accessibility areas to be accessible to all.	End of Autumn Term	CL to complete signage. JS to attach.	To make all accessibility easy for all.
Short Term	Are quiet rooms/calming rooms available to children who need this facility?	Calming room near the hall to be painted and holes filled.	Calm room to be available for use Spring term 24.	End of Autumn Term	JS to fill in holes and paint.	To make it ready for use.
Long Term	Are car park spaces reserved for disabled people near the main entrance?	Disabled car part to be clearly marked.	Car part to be re-designed with appropriate spaces.	End of summer term 24	JS to contact DSAT NO.	Car part to be clearly labelled and designed.