



**Asfordby
Captain's Close**
Primary School

Accessibility Plan
2021 - 2024

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

Status	Statutory	Next review	March 2024
Version	1.0		

Document History

Version	Version Date	Author	Summary of Changes
V1.0	March 2021	Head of School	New plan developed

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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.

Equalities

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.

Involving the views of others

The priorities for the plan were identified/agreed by:

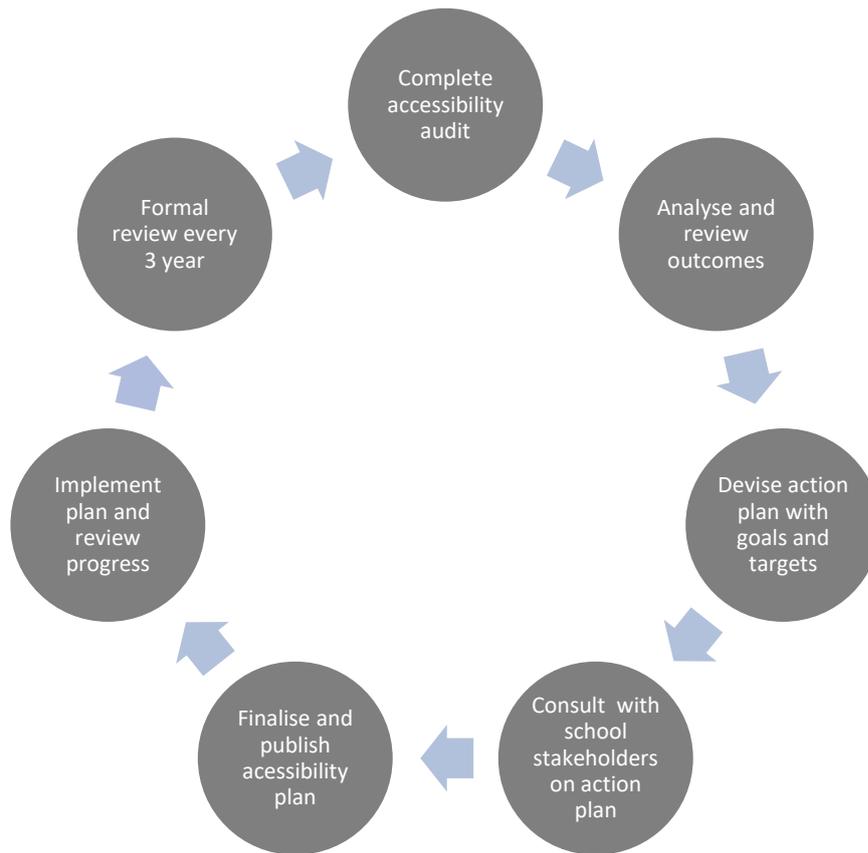
- The Advisory Board
- Head of School
- Senior Leadership Team
- Inclusion Leader/SENDCo
- Site Manager
- Parents/carers

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 Head of School to assess its effectiveness, and progress against the plan will be reported to the Advisory Board. The Head of School 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 2021-2024

AREA	TARGET	STRATEGY	PERSONNEL	FUNDING	TIMESCALE	REVIEW of PROGRESS
PHYSICAL ACCESS AND ENVIRONMENT	Create designated disabled parking space					
	Improve support for visually-impaired pupils navigating the school environment.	Braille stickers to be created and ordered				
	Improve calm/quiet room space to support pupils with sensory needs					
	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			This is probably a longer term one due to cost	
	Accessible changing rooms					
	Annual repainting of nosings on all steps.	Premises officer to paint as part of annual maintenance programme	AB/RH		Summer - annually	
	Strengthen security through use of security cameras	Install camera cover the rear of the school	RH		2021-2022	
	Redecoration programme to ensure site is in good order.	Premises officer to diarise and implement. Investigate community project access.	AB/RH		Annual painting of 2-3 classrooms	

AREA	TARGET	STRATEGY	PERSONNEL	FUNDING	TIMESCALE	REVIEW of PROGRESS
	Upgrade outside play areas to ensure ongoing safety and access.	Repaint equipment and general maintenance Upgrade surfacing and consider new equipment.	AB/RH		Repaint annually	
	Complete renovation programme for cloakrooms to address slip hazards and upgraded drains and facilities	Refit cloakrooms.	AB/RH		Continue 2021-2022	
	Replace Hall windows and fire exit to improve security and fuel economy.	New windows and doors.	AB/RH		Continue 2021-2022	
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.	AB		Continue 2018-2021	
	Develop staff awareness of assistive technology and practices	I would think you are already working on this with the EDTECH stuff e.g text-to-speech options on				

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.	AB/SL	PE Budget Music budget	Continue 2018-2021	
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	AB/SL/CL	LA funding	Summer term 2018	

Appendix 1: Accessibility Audit

Completed by: Special Education Needs Coordinator & Premises Officer

Date: December 2021

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?	1	Ramps for exits from YR-5
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	1	1 shared disability toilet Ramps
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
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	4	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 round by the swimming pool added in 2020.
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	3	All classrooms are now fully contained – including doors
Is furniture and equipment selected, adjusted and located appropriately?	1	Correctly sized tables and chairs as per OH guidelines

Are quiet rooms/calming rooms available to children who need this facility?	2	Dual functioning rooms are available but are not adequately set up for a calming room (i.e. too much furniture in them, not enough soft seating).
Are car park spaces reserved for disabled people near the main entrance?	4	This is an action – to be created by Easter 21
Are there any barriers to easy movement around the site and to the main entrance?	2	Steps into classrooms and outside toilets.
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	Removal of cookers and book cases August 2020
Does the school have a wheelchair accessible toilet?	Y	Adapted through advice from OH
Does the block have accessible changing rooms/shower facilities?	4	Action - tbc
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?	a	
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, Feb 2021
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
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

		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	

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?	2	
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	
Do you have facilities such as ICT to produce written information in different formats?	1	
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	3	
Are the 'responsible body' aware of their duties and responsibilities under DDA?	1	