



Commonswood Primary & Nursery School
Accessibility Plan 2019 ~ 2023
Approved by Governors: Spring 2022
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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Commonswood Primary & Nursery School the plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At Commonswood Primary & Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Commonswood Primary & Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school’s Single Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Commonswood Primary & Nursery 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. The Commonswood Primary & Nursery

School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Commonswood Primary & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School Development Plan
- Positive Behaviour and Anti-bullying Policy, Governing Body Written Statement of our Behaviour Principles
- Access to Education for children and young people unable to attend school for medical reasons
- Emergency Response Plan
- Health & Safety Policy
- Special Educational Needs Policy
- Safeguarding Policies
- SEND Code of Practice

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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. 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 Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan is published on the school website. It is monitored through the Operations Committee. The school works in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims:

Our Aims are:

To Increase access to the curriculum for pupils with a disability,

To Improve and maintain access to the physical environment

We gather information about disability & health in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual disability equality survey.

3. Access

The school is a two-storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. External steps have handrails. The main entrance features a sloped entrance with a secure lobby. There are disabled toilet facilities available in Key Stage one. This is fitted with a handrail and a pull emergency cord. Four classrooms in KS2 are only accessible via stairs. In the event of a disabled pupil or member of staff, classrooms are reorganised to ensure the relevant classroom is located on the ground floor. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

4. Management and Monitoring

The Governing Body approves the action plan. The SENCo consults with appropriate external agencies when new situations regarding pupils with disabilities are experienced. The Governors, Senior Leadership Team and teachers work closely with the Local Authority and Health and Educational Professionals. The senior leadership team manage and monitor the action plan. The headteacher reports updates to the Governing Body at least annually.

5. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To provide full access to the school curriculum.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with setting providers to ensure successful transitions for children	Identify pupils who may need additional support during the transition process	Each September and Ongoing for in year admissions	HT EYFS teacher INCO	Procedures in place. Home visits engage parents and children Successful transitions for children Pupils' needs are met
September 2020 review	Unique Child Transition Level of Need assessment data The Unique Child Transition Level of Need provides individual children's information which was submitted to schools from Early years settings (PVI – preschools, day nurseries, nursery schools, childminders) and nursery classes. The school has collated each individual child's information received from all previous settings for children transitioning to both nursery class and reception classes. Cohort analysis has informed targeted support from school and the Family Support Worker. Transition arrangements have differed due to Covid 19. Online meetings have taken place with parents with class teachers and the Phase Team Leaders. New starter's parent/carer's meetings have been provided through recorded video presentations. Transition arrangements with a gradual transition into school is planned for September 2020.			
September 2021 review	As above. Home visits were conducted online. Follow up meetings held with parents where a need was identified to ensure smooth transition into school with all needs being catered for/met. Early discussions and advice from external agencies where necessary. For in year admissions, meetings are held with parents and the Headteacher to discuss pupil needs. Previous settings are contacted to ensure smooth transitions for children of all ages.			
September 2022 review	As above. Home visits took place for new children entering Early Years. Practise is still ongoing.			
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010 Comply with the Code of Practice	Ongoing	HT, SLT, All subject leaders, INCO	All policies clearly reflect inclusive practice and procedure Pupils' needs are met
September 2020 review	Policy reviewed since September 2019: Child protection, Aims and Values, Appraisal, Attendance, Capability procedure, Children looked after, Dealing with abusive parents/visitors, complaints procedure, disciplinary policy and procedure, Health & Safety, Home/school continence agreement, Online safety, pay policy, Pupil Premium policy, Publications scheme, Behaviour policy, Purchasing policy, Restrictive physical intervention policy, safer recruitment, Special Educational Needs policy, Single Equality scheme, Whistleblowing policy, Fund account, Access to Education for Young people unable to attend for medical reasons, Computing, Debt recovery, Disposal policy, English, Governor visits, Homework, leave of absence, Personal, Social Health Education, Science. All reviewed policies reflect the SEN Code of practice.			
September 2021 review	Policies reviewed. Links made between policies to ensure compliance. Single Equality Scheme is no longer statutory.			
September 2022 review	Policies are reviewed and agreed by Governors within the review cycle. Updates are made where necessary.			
To establish close liaison with parents	Ensure collaboration and sharing between school and families.	Ongoing	HT, SLT, All Teachers, INCO	Clear collaborative working approach Pupils' needs are met

September 2020 review	Family workshops have included mathematics, phonics, early reading. Parent forum/consultation on Relationships & Sex education. Further planned forums were interrupted by Covid-19 lockdown. Transition meetings have taken place (online) for children with additional needs with parents, current teacher, next teacher and SENCo. Annual reports to parents have reflected the impact of Covid 19 on curriculum coverage. Parents receive weekly guidance from teachers on reading development. Teachers phoned home for those pupils not attending school during lockdown.			
September 2021 review	Parent consultations have been held online. Parents without access were contacted through alternative methods. Class teachers contact parents where attendance is a concern. Online learning continued for children having to self-isolate. Family workshops have been posted on the school website for easy access. Family support worker continues to have contact with families.			
September 2022 review	Further opportunities are in place for parents to attend events in school, such as welcome meetings, workshops and book looks. New PTA instated with multiple events in the calendar which are well attended. A greater number of parents are interacting with the school, such as responding to surveys and attending events. Coffee mornings run by FSW and Senco have regular attendees.			
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy, mobility issues etc	Ensure collaboration between all key personnel Individualised Risk Assessments	Ongoing	HT, Inco, SLT, All teachers, Outside agencies	Clear collaborative working approach Pupils' needs are met
September 2020 review	Individual plans & risk assessments in place – including health care plans, asthma, epilepsy – mobility plans in place as required School nurse profile of pupils routinely reviewed. Agency advice and support in place for individuals.			
September 2021 review	As above. Regular contact is maintained with external agencies to meet needs. Young carers continue to be identified and registered.			
September 2022 review	As above. Regular contact is maintained with external agencies to meet needs. Senco ensures external agencies maintain contact in a timely way. Young carers continue to be identified and registered.			
To ensure full access to the curriculum for all children	Visitors, visits; Employment of specialist advisory teachers; CPD for staff Differentiated/individualised Support staff including specialist trained staff Range of kinaesthetic and interactive equipment including IT Specialist equipment eg occupational therapy equipment Use of a variety of groupings and learning styles Appropriate learning environments Elklan trained support staff Use of positive images of disability within the school	Ongoing	HT, SLT, All Teachers Inco EP, specialist agencies	Advice taken and strategies evident in children's outcomes Variety of learning styles evident Kinaesthetic learning resources accessible by all children Appropriate learning environments evident Pupils' needs are met

September 2020 review	Standardised classroom environment expectations in place and routinely reviewed Active learning training for all teachers 2020 Outdoor learning built into the curriculum			
September 2021 review	Staff have undertaken training for specific disabilities to gain full understanding of children's need and know how to meet needs to enable the child to access the curriculum. Homework support is provided for registered Young carers.			
September 2022 review	Attention is being paid to poverty proofing the curriculum and enrichment in light of the cost of living crisis. Staff are trained by external agencies, such as speech and language, to implement strategies to meet needs.			
To monitor progress and outcomes of groups of learners and individuals	Pupil Progress meetings Provision map reviews Regular liaison with parents/carers Intervention and redeployment of staff/strategies for pupils at risk of not making at least expected progress	Termly Ongoing	HT, SLT, All Teachers Inco	Pupils make at least expected progress Pupils' needs are met
September 2020 review	Progress measures have been affected by Covid-19 lockdown. No statutory assessments have taken place. Plans are in place to analyse and address gaps in attainment.			
September 2021 review	Additional training for staff on the use and analysis of assessments to address gaps. Funding used to target children who would benefit from additional intervention or support.			
September 2022 review	Phonics learning is regularly reviewed to assess progress and gaps. Emphasis is being given to EAL children to ensure their progress as this is a growing cohort. Senco ensures parents are kept informed on the support being implemented at school.			
Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical school environment	Assess the condition of external paving and plan schedule for improvements Annual disability questionnaire analysis The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Governors	Needs will be met
September 2020 review	Infant paving improved (July 2020), Annual disability questionnaire to parents each October – needs responded to.			
September 2021 review	Adaptations made to specific classrooms to cater for disability needs.			
September 2022 review	Annual disability questionnaire is no longer statutory. The school roof has undergone major refurbishment. This will positively affect warmth in the winter. Improved signage for fire exits to further cater for visually impaired is in place.			

Ensure visually stimulating environment for all children with consideration to avoiding overloading sensory stimulation for children with ASD	Muted, interactive displays in classrooms and inviting role play areas. Tidy, clutter free surfaces Clearly labelled (with pictures/symbols for younger children), easily accessible resources Regular parental communication with input into individual provision maps Individualised multi-sensory teaching strategies used for individuals.	Ongoing	Teaching and non-teaching staff, INCO	Inviting environment maintained
September 2020 review	Hygge training for all EY staff. Spaces have been developed to promote emotional well-being, togetherness and friendship. Classrooms where children can feel comfortable to snuggle down or explore with confidence have been created. Far removed from an institutionalized sterile setting, hygge offers children within our setting a sense of security and well-being. An extension of their home and not a watered-down version of school. Early Years levels of well-being are fundamental to children's development and progress. Thoughtful caring practitioners, ensure secure relationships are formed, building connections and helping children to settle into nursery life. Practitioners must not only work hard to develop these attachments, remembering the physical environment is fundamental to children's well-being too. We understand the importance of environmental design in terms of a garden: natural and organic.			
September 2021 review	Central areas have been redesigned to open up space and create communal working areas. Changes have been made to playground areas and their usage to provide safer access for children with disabilities.			
September 2022 review	As above. Good practise is in place and regularly monitored. Environments reflect the support and scaffold children need for their learning.			
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure these are met at all events	ongoing	SLT, Governors, Teaching and non-teaching staff, INCO	Needs are met
September 2020 review	Classroom allocation adapted September 2020 to meet pupils' needs (avoiding use of stairs).			
September 2021 review	As above (avoiding use of outside steps).			
September 2022 review	No individual access plans are currently needed. Templates are available in the case of an individual needing temporary measures. Ongoing adaptations are implemented to meet visual impairment needs.			
Ensuring disabled parents have every opportunity to be involved	Face to face meetings with specific parents to explain letters home	ongoing	Whole school team	Parental needs known Inclusive parent-friendly access to information.
September 2020 review	Needs of parents noted for new admissions to ensure information is shared effectively.			
September 2021 review	As above. Council contacted regarding the need for a disabled parking space outside the school for disabled parents whose children are young carers.			

September 2022 review	As above.			
Continue to develop playgrounds and facilities.	Look for funding opportunities Plan space to maximise range of social and play opportunities to suit needs	Ongoing	Whole school approach	Inclusive child-friendly play areas.
September 2020 review	Year 1 outdoor learning prioritised due to missed opportunities to develop characteristics of effective learning due to Covid-19.			
September 2021 review	Year 1 outdoor area further developed. Funding opportunities sought to further improve adventure playground area. Sports equipment used at playtimes replaced, replenished and repaired.			
September 2022 review	Additional safe surfacing added to adventure playground to increase safe play space. Playground markings refurbished.			
To raise awareness of safe access to/from and around the school	Communication with parents via newsletters /letters/walk to school week Road crossing safety training Even, safe and debris-free surfaces in the school premises	Ongoing	Whole school team	Parents/carers have good access and are fully informed
September 2020 review	Health & safety updates termly to governors reflect work undertaken to keep the school access safe. Work to resurface a pathway outside the infant classrooms to improve drainage (July 2020) Road crossing safety training deferred due to Covis 19 lockdown.			
September 2021 review	Road safety training booked for all year groups to be undertaken 2021-22. Modeshift Stars Gold award achieved for the promotion of safe and sustainable travel. Council contacted about improving The Commons to increase safety for those walking to school.			
September 2022 review	As above. Continued provision. Modeshift Stars Gold award maintained. Council has agreed to build raised curbs on blind bends of The Commons.			