



Childwall Valley Primary

Adopted: 2020

Reviewed and Updated: October 2021

Next Review: October 2024

Childwall Valley Primary School



Accessibility Plan



Aims of Plan

Our aim is for staff, governors, parents and outside agencies to work together to provide a safe and positive environment in which all children can develop to their full potential regardless of race, creed, gender, age, cognitive or physical difference. We do not tolerate discrimination on grounds of sex, colour, ethnic or national origin, language, social class, physical or mental difference. We encourage children to be tolerant and understanding with respect for the rights, views and property of others. We help children develop a responsible and independent attitude towards work and their roles in society. We involve the school in the local community and work as partners with parents to foster the idea that education does not take place solely within the school. We encourage parents to have a positive interest, to recognise their values as educators and to be as involved as possible in a way which is supportive to the staff.

At Childwall Valley, we acknowledge that the needs of all pupils who may have SEND, throughout or at any time during their school career, must be addressed; and their right to have access to a broad and balanced curriculum, including maximum possible access to the National Curriculum.

The Purpose of this Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation". Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

The aims of the Equality Act are:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. (Removing or minimising disadvantages)**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not. (Meeting needs)**
- **Foster good relations between people who share a protected characteristic and those who do not. (Encouraging participation)**



This Accessibility Plan is written in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. The plan is aimed at

- Increasing the extent to which disabled pupils can participate in the curriculum by expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; 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 supporting aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improving the availability of accessible 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.
- We have a duty to promote full inclusion of pupils, staff and other school users who are disabled. The purpose of this plan is to identify our good practice in recent years as well as areas we need to improve. We will then be able to plan and focus our school improvements in this area over the next three years.

Definition of Disability

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): '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'.



Current range of known disabilities in the school community

The school has children with a range of disabilities including speech and language difficulties, social communication difficulties, Autistic Spectrum Condition, Non-Verbal ADHD, hearing impairments, neurological disorders and dyspraxia.

Disabilities among parents include physical difficulties. Currently we have several parents who have a physical disability and are able to park on the school premises.

Contextual information:

Accessibility information about our school to remove barriers and make it more inclusive and accessible.

- Childwall Valley Primary school is on one level throughout
- 1 adult/child size disabled toilet with visible and audible emergency alarm system
- Disabled parking spaces are available to staff, parents and visitors in the car park area
- Visual timetables in use in all classrooms used in addition to smaller individual timetables for some children
- Sensory area for children to access to regulate themselves, centrally located for all children to access
- Personal lunchtime allocated to particular children where necessary
- Children with balance difficulties line up at the front or back of the class line to avoid being accidentally pushed or knocked and to offer additional adult support if needed
- • Lunchtime TA will assist carrying tray if necessary for children who have balance difficulties
- Doors are painted in a markedly contrasting colour to its surrounding walls
- Staff have visual prompt cards on lanyards to support social communication where needed

Development of this plan



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Childwall Valley Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. This can be accessed from our school website childwallvalley.org or from the Early Help Directory.



The table below is based on our current assessment of accessibility for pupils with SEND.

Actions to be taken

Key Objective	Support and Resources	Success Criteria	Time scale	Person s responsible	Action s/ Review
To improve curriculum access					



<p>To ensure accessibility materials are available for Visually Impaired (VI) children.</p> <p>To ensure children with Dyslexia and/or Visual stress have the correct material.</p>	<p>Differentiated/modified experiences/recording methods, assessments methods and homework to include dyslexia friendly practice and whole school strategies. For example: appropriate books with bold lines/squares and supporting materials for children who are visually impaired.</p> <p>To include Dyslexia Friendly paper throughout the school for worksheets, coloured exercise books and coloured overlays when required.</p> <p>Use of PIVATS for assessing some children Performance Management observations and drop in sessions by HT /SLT Managers/SENCOs ensure all children are included in all areas of school life</p> <p>TAs to be included in performance management</p>	<p>All children to access well planned learning experiences Pupils can demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities</p>	<p>Short Term</p>	<p>Pupil's class Teacher Support staff SENDCO LMT SLT Executive Head Teacher</p>	
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<p>To continue to provide high quality opportunities and support for children with SEN/ disabilities</p>	<p>Ensure continuity of provision and that small group support is provided (within and outside the classroom) for individuals identified and assessed and reviewed termly.</p> <p>Children with /complex needs/disability/FSM/LAC /gender etc. to continue to be tracked as discrete group(s)</p> <p>Children’s Personal Provision Plans to be written using EduKey and are reviewed termly reviewed by SENCO and discussed with parents at Parents Evening.</p>	<p>Children are identified early and necessary action is taken to move learning forward. Group work is relevant and appropriate to children’s needs</p> <p>Groups are monitored and reviewed regularly to ensure progress Focus for group work is discussed by SENCOs , teachers and TAs to ensure it is relevant and appropriate Regular meetings (TAFs, EHAT Reviews etc.) take place between SENCOs, safeguarding officer, parents and outside agencies to discuss individuals’ progress Regular updates given to Head, Leadership Team and Senior Management Team on individuals, groups etc. This is done during SLT and LMT meetings. SENCO and SEN governor meet Continued assessment, monitoring and review half termly regularly to discuss SEN concerns.</p>	<p>Short Term</p>	<p>Pupil’s class Teacher Support staff SENDCO LMT SLT Executive Head Teacher Governors</p>	
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<p>To improve staff knowledge and understanding of ADHD</p>	<p>To purchase support from ADHD foundation (Primary and EYFS). Whole school training</p>	<p>Will improve outcomes for ADHD pupils and support for them.</p> <p>Staff will be knowledgeable and understanding of ADHD and the techniques to use to improve outcomes for children.</p> <p>Pupils will hopefully be able to use the strategies they have been taught so that they can fully access the curriculum and have a positive impact in their learning Improved participation and attendance for targeted individuals.</p>	<p>Medium Term</p>	<p>All Staff</p>	
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<p>To develop staff strategies and provision for SEMHWPB</p>	<p>Cost of purchase agreement with Roar</p> <p>Training costs for LM and NR</p> <p>Support materials and strategies for staff to use under different phases of intervention</p>	<p>Staff will have a better understanding of SEMHWPB and will be able to identify needs quickly.</p> <p>Staff will have a better understanding of how to offer phased support for pupils under SEMHWPB</p> <p>Pupils will have access to support before escalation to higher phase</p> <p>We will have a whole school structured approach that we can use to develop all pupils and reduce the number of pupils requiring support for SEMHWPB including external agency support.</p>	<p>Medium Term</p> <p>October 2020</p>	<p>All staff</p> <p>Lynsey Merrison</p> <p>Nichola Rawstone</p>	
<p>To complete Neurodiversity Champion Award for Early Years</p>	<p>Continued development of provision for children in relation to additional and complex needs</p>	<p>Inclusive practices in school are enhanced, further developed and recognised as good practice within the LA.</p> <p>All practices related to this are reviewed termly as part of the approach to SEND and inclusion</p>	<p>Long Term</p>	<p>SENCOs EYFS Lead & whole school</p>	
<p>Improving Physical Access</p>					

<p>Review all fire escape procedures to consider pupils with disabilities. Put alternative plans in place if necessary for specific pupils or staff.</p>	<p>Review plans Refresher Fire Marshall Training for caretaker & 3 other staff.</p> <p>Ensure there is a personal emergency evacuation plan (PEEP) for all pupils with a disability</p>	<p>Evacuation plans amended to take into account disabilities and ensure safe evacuation of all premises users.</p> <p>All pupils and staff with disabilities are safe in the event of a fire.</p> <p>There is constant supervision for pupils with disabilities who need help in the event of an evacuation.</p>	<p>December 2020 Short term</p>	<p>Headteacher Deputy Headteacher Teachers</p>	
<p>Development of sensory area.</p>	<p>Structure of sensory area Sensory resources and provision</p>	<p>To support children with their sensory breaks to ensure we are meeting all of their sensory needs to then improve the education.</p>	<p>January 2022</p>	<p>SENCO'S to implement Executive Head to oversee Governors to approve Teachers / TAs and 1:1s to implement throughout the day.</p>	
<p>Potential new build sections of the build are fully accessible to wheelchair users.</p>	<p>Building plans are adequate. Building costs</p>	<p>Any new build sections fulfil requirements for accessibility.</p>	<p>Medium Term</p>	<p>Spie Executive Head Teacher</p>	

To improve the external fixed signage around the school with particular regard to a visual/pictorial format.	Signage is clear for all to see and use.	School clearly accessible and all people able to navigate their way around.	Long Term	Spie Executive Head Teacher	
Improving Parental Access					
Set up a group for parents of pupils with SEND to meet regularly with SENCOs. Set up Well-Being Team	Cost of refreshments for parents Set up zoom sessions with external agencies	Parents will be able to access advice and support in an informal way in a face-to-face familiar environment. Zooms will accommodate working parents and others.	September 2020	Janette Hoos Lynsey Merrison	
To offer well-being support	Support from Brighter Horizon's for parents to access for free.	Parents accessing support for themselves and then engaging in school life.	September 2020	Lynsey Merrison	
To enable parents/carers to access written information in a variety of languages as required.	Translate function on Microsoft Word or Dojo's when communicating with Parents.	All parents will be in receipt of all information.	Short Term	Teachers	



To ensure the SEND information is up-to date on the school website and is easily accessible and shared with each class platform.					
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Monitoring arrangements

This accessibility plan and the outcomes will be reviewed every three years, but may be reviewed and updated more frequently if necessary to monitor the plan’s effectiveness and ensure that it covers all areas of accessibility needed in the school.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Signed by

_____	SEN Governor	Date:
_____	Head teacher	Date:
_____	SENCO	Date:

This policy will be reviewed annually.