**Charles Dickens Primary School**

**Accessibility plan 2023-2026**

**Section 1: Vision statement**

**Purpose of the Plan**

The purpose of this plan is to show how, for our disabled pupils, Charles Dickens Primary School intends to:

* increase the accessibility to the curriculum
* improve the physical environment of the school and able pupils to take better advantage of education, facilities and services provided
* improve the availability of accessible information

Charles Dickens 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.

**Definition of Disability**

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

1. He or she has a physical or mental impairment.
2. 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.

The Trust & Governing Body are fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff,

pupils and members of the public who have restricted:

* Mobility
* Physical co-ordination
* Manual dexterity
* Continence
* Ability to lift, carry or move everyday objects
* Speech, hearing or eyesight
* Cognitive ability, memory, or ability to learn concentrate or understand
* Risk perception or physical danger

We are a fully inclusive school and respect and celebrate diversity and difference.

The Trust & Governing Body devolves responsibility to the Head of School to make any/all reasonable adjustments as necessary to the

school and its infrastructure, so that:

* No person accessing the school site is served less favourably by way of their disability, or unable to access any necessary part of it.
* Any person with a disability is able to play a full and active part in all aspects of school life.
* Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
* No pupils’ standard of attainment or achievement should be compromised because of disability.

**Organisation and Access to the Curriculum**

The school has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have

access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also

undertake the following actions:

* Developing an understanding of disability with all pupils through positive role models across the curriculum
* Avoiding using stereotypes
* Developing language that emphasises the person rather than the disability
* Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where

 this is not possible, provide learning experiences, which promote similar development of knowledge and understanding.

* Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out

 by appropriately trained staff.

**Monitoring and Evaluation**

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 Trust & Governing Body and published on the school website.

The Charles Dickens Primary School accessibility plan will be monitored by the Head of School and evaluated by the Trust & Governing Body members. The Accessibility Plan is structured to complement and support a number of school polices.

**Documents and policies**

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

* Equality Objectives
* Single Equality Policy
* Staff development plan (within School Development Plan)
* Health and Safety Policy
* TCSET [Special Educational Needs Policy](http://www.charlesdickens.southwark.sch.uk/perch/resources/charles-dickens-information-report.pdf)
* Behaviour Management Policy
* School Development plan
* Asset Management Plan
* School Brochure/ prospectus and Vision Statement

**Review and evaluation**

It is a requirement that our accessibility plan is reviewed annually. Below is a set of actions of how Charles Dickens Primary School will address the actions.

**Approved by………………………………………………….**

**Date: 25.4.2023**

**Review Date: 22.4.2024**

**Section 2: Aims and objectives**

Our aims are to:

* Increase access to the curriculum for pupils with a disability
* Improve and maintain access to the physical environment
* Improve the delivery of individual curriculums where these are specified

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aims | Actions | Person responsible | Actions completed by | Success criteria |
| Improve the physical environment of the school and enable pupils to take better advantage of education, facilities and services provided(Specifically to ensure the school is accessible to pupils with wheel chairs or walkers.) | * Ensure the reception classroom is accessible for children with walkers
* Talk and practice with the children about putting toys away once they’ve used them rather than leaving them on the floor.
* This to be reviewed weekly
* Work collaboratively with the child and parents to continue the development of personalised plan over years to come, as the child’s strengths and needs develop and change over time.
* Make a long term plan as to how the pupil will access the rest of the school beyond year one
* Share with parents
 | Michael Eggleton (HT)Maria Faherty/Sheila Thomas-Health and SafetyCharlotte Livett-Reception Lead | End of September 2023 | A pupil with a walking disability is able to access the full EYFS curriculum.There is a detailed accessibility plan for the child beyond reception. |
| Increase the accessibility to the curriculum | * All lessons will take place on ground floor unless they can be accessed by the lift
* Arrangements for transportation for trips if needed.

 (https://www.nidirect.gov.uk/articles/home-school-transport) | Charlotte LivettGiuseppe Capelan (SENDCo) | End of September 2023 | The pupil is able to access the full breadth of the curriculum including extra-curricular opportunities and PE. |
| SEND/medical needs of pupils are fully understood and plans are in place for them.  | * Specific training (cerebral palsy) given to staff to ensure all pupil needs are met
* Update & monitor EHCP/medical/Learning plans for children with a disability
* Ensure plans are shared with relevant staff & understood by all
 | Michael Eggleton (HT)Giuseppe Capelan (SENDCo) | End of September 2023 | Remove barriers to learning and participation All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils’ needs are effectively met. All pupils with a disability have full access to the curriculum to ensure they are making progress in line with their personal targets. |
| Improve the availability of accessible information | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Feature** |  | **Description** | **Actions to be taken** | **Person** | **Date to** |  |
|  |  |  |  | **responsible** | **complete** |  |
|  |  |  |  |  | **actions by** |  |
|  |  |  |  |  |  |  |
| Number of storeys | School has | areas in KS1 and KS2 | Lift already in place. Annual maintenance checks to occur and | Site | Annual |  |
|  |  |
|  | with steps. |  | purchase of an evacuation chair | manager |  |  |
|  |  |  |  |  |  |  |
| Corridor access | All corridors are accessible for | Continue to ensure corridors are free from clutter. | All school | Ongoing |  |
|  |  |
|  | wheelchairs and wide enough for manoeuvre |  | staff |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Signage | There is signage around the school with widget symbols. Doors are colour coded. | If and when signage changes, ensure widgets and colour coding continues to be used. | SENCoHoS | Ongoing |  |
|  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |