



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Executive Headteacher: Mrs Nicky Wright



Accessibility Plan

January 2021-2024

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|--------------------------------|--|--------------------------------|--|
| Date of Approval | | Date of Review | |
| January 2021 | | January 2024 | |
| Status and Review Cycle | | Statutory Every 3 Years | |
| Signed | | Signed | |

Our Vision

A collective drive to raise standards and create a school of excellence where children are safe and want to learn.

Our Mission

Our aim is to provide opportunities for every child to succeed through high quality teaching and the development of an engaging and relevant curriculum. We nurture each individual to become confident, ambitious lifelong learners who are responsible, kind and are prepared for the future.

Our core principles of positivity, urgency, resilience and equity underpin all we do.

P.U.R.E. Principles

Positivity - We have a 'can do' attitude and recognise and harness individual talents

Urgency - We are pro-active, and know the importance of every moment

Resilience - We are curious to try new things and confident to challenge ourselves

Equity – We value and celebrate differences and develop individuals

Our learning environment aims to be safe, engaging and vibrant and we recognise effort, kindness and achievement. We encourage strong partnerships with parents and our wider community, and we believe that collaboration leads to greater benefits for all.

Behaviour Certainties

Ready

Respectful

Safe

At South Camberley, we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Our SEND principles have been developed to further promote access and participation in the curriculum for the most vulnerable learners:

- **Quality** - Quality First Teaching & Planning
- **Access** – Increased access to the curriculum for all learners
- **Participation** – Access leads to increased and sustained participation
- **Independence** – All the above leads to independent and motivated learners.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

We are 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.

Principles

- Compliance with the Disability Discrimination ACT (DDA) is consistent with the school's aims and Equality Policy, and the operation of the school's SEND policy
- The school recognises its duty under the DDA (as amended by the Special Education Needs and Disability Act)

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish the Accessibility Policy on the website
- In performing their duties, governors and staff will have regard to the SEND Code of Practice (2015)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum

How we will achieve access for all

Involvement

This will include:

- The views and aspirations of disabled children
- The views and aspirations of the parents of disabled children
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

Information gathering from pupil data and school audit

The definition of disability is defined by the Disability Discrimination Act 1995.

"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"

About 7% of children under the age of 16 may have a disability.

Use of data:

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan. Currently the data includes:

- Entry details including parental information
- SEND report data
- Advance information and consultation with Pre-schools and Health Service to identify disabled pupils before they start school

Outcomes:

The school will also make detailed analysis of outcome data at key checkpoints throughout the year to:

- Check the progress of these children
- Ensure these children are checked in lesson observations and Inclusion Lead monitoring
- Check the achievements of disabled children in extra-curricular activities
- Ensure the five Every Child Matters outcomes are integrated into the school

Main priorities

Increasing the extent to which disabled pupils can participate in the school curriculum:

- Ensure that teachers and LSA's have the necessary training to teach and support disabled pupils
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children
- Ensure that all pupils and staff can effectively maximise the use of accessibility features built in to currently available technology
- Monitor and exploit the potential of new and future developments in ICT as a means of addressing current barriers to participation
- Provide staff, pupils and parents with the necessary skills and knowledge to create a positive attitude towards using technology as a tool for providing inclusive education
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

The Accessibility Plan will show how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 are the able-bodied pupils; (If a school fails to do this they are in breach of 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 school 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 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 handouts, 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 Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training during staff meetings will recognise the need to continue raising awareness for staff and Local Advisory Committee members on equality issues with reference to the Equality Act 2010.

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

- Equality Scheme and Objectives
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement and Development Strategy
- School Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which will be undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Local Advisory Committee. It may not be feasible to undertake all of the works during the life of the 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 Local Advisory Committee meetings will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and monitored regularly by the Local Advisory Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Surrey Accessibility Strategy."

Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.



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Accessibility Plan 2020 – 2023: Improving the Curriculum Access

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|--|--|---|
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities, including learning disabilities, and strategies to support them | Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset Training matched to individual needs of pupils with conditions such as autism, ADHD, ADD, pathological demand avoidance, etc. | All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Responsibility: Inclusion Lead | Planned training cycle for year ahead and adjustments for new and changing needs | Increased access to an appropriate curriculum for all pupils |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation Review provision for pre-planned out of school activities | All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Responsibility: Inclusion Lead | At least 2 months prior to activities taking place | Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Responsibility: Inclusion Lead | By Summer Term in preparation for the needs of new class | More time available for pupils to participate in curriculum activities |
| Training for LAC members in terms of Raising Awareness of Disability Issues | Provide training for governors | Whole school community aware of issues relating to Access Monitored by Chair of Local Advisory Committee | Training conducted by Inclusion Lead when necessary | Society will benefit by a more inclusive school and social environment |
| To deploy Learning Support Assistants effectively to support pupils' participation | Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs | Pupils needs are appropriately met through effective deployment of skilled support staff Responsibility: Heads of Site and Inclusion Lead | Staff planning completed ready for September or sooner | All pupils are supported to achieve their full potential |

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|---|---|--|---------------|--|
| <p>Continue training for teachers and support staff on different aspects of SEND and differentiating the curriculum when required. Audit of pupil needs and staff training to meet those needs.</p> | <p>Review the needs of children As part of the school's "Assess, Plan, Do, Review" cycle.</p> <p>Multi-sensory delivery of some of the curriculum where appropriate.</p> <p>Curriculum adapted to meet the needs of pupils with complex emotional, social and behavioural difficulties where appropriate</p> <p>SEND bitesize sessions every two weeks.</p> | <p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>Training needs and expertise will change with time</p> <p>Responsibility: Inclusion Lead</p> | <p>Termly</p> | <p>Increase in access to the curriculum.</p> <p>Increase in access to all school activities for all disabled pupils.</p> |
|---|---|--|---------------|--|

Accessibility Plan 2020 – 2023: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME | Cost (est.) £ |
|------------|--|---|------------------|------------------|
| Classrooms | <p>Across the 3 sites to include carpet and floor contrast in redecoration and refurbishment programmes to meet the needs of sight impaired pupils and adults.</p> <p>Complete PEEP (pupil emergency evacuation plan) for disabled pupils with one to one assistance</p> | | By end Spring 21 | |
| Everywhere | Ensure any proposed 'new build' project is physically accessible for everyone. | Business Manager will ensure compliance with building regulations regarding accessibility meaning any new construction will be fully accessible | Indefinitely | |

Accessibility Plan 2020 – 2023: Improving the Delivery of Written Information

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|--|---|--------------|--|
| Availability of written material in alternative formats | <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats</p> <p>Use Google translate on our website</p> <p>Translator</p> <p>Assess on an ad hoc basis</p> | <p>The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours</p> <p>Employ translator when necessary</p> <p>Plan provision and resources around disabled person's own resources</p> | | All parents/ pupils can access info |
| Make available school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it. Ensure that publications can be accessed by our parents and families who do not speak English at home as their first language. | All school information available through hard copy and website | By Spring 21 | Delivery of school information to parents and the local community accessed |