



Carter's Charity Primary School

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Accessibility Plan

2020 - 2024

Purpose of the Plan

The purpose of this plan is to show how Carter's Charity Primary School intends to secure appropriate access to the school for disabled pupils.

At Carter's Charity Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Our Mission Statement

Carter's Charity seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

Definition of Disability

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

- He or she has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Carter's Charity Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information

The majority of school building is accessible for wheelchair users apart from the upstairs area above Year 2 but the outside areas are accessible for wheelchair users. There is no requirement for ramps or other modifications in the lower floor of the school indoors. Ramps are available to access some of the classrooms. There is no need for any access modification for all of our outdoor spaces. The playground is fully suitable and accessible for PE lessons should this be required.

School does not have designated disabled parking spaces due to limited space. However, in special circumstances and following strict health and safety protocols, school will make reasonable adjustments on an individual basis and may be able to reserve spaces if required.

There is one disabled toilet and shower room available.

The Current Range of Disabilities within Carter's Charity Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Global Development Delay, OCD / ADHD, visual and aural impairment and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. The school is very proactive in its work with external agencies on behalf of our children and families.

We have some children who have asthma, and all staff are aware of these children (lists available in classrooms and a copy kept in register). Inhalers are kept in the classrooms. Some children have allergies or food intolerances, and these are included in the 'children with medical needs' details in classrooms, staffroom and the main office. The kitchen staff are always kept fully apprised of children's individual dietary needs

All medical information is collated and available to staff from the school office.

We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All prescribed medication is kept in the designated fridge in the school staffroom which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Only medicines prescribed by the GP, pharmacist, Dentist or nurse can be administered in school by staff.

Accessibility Plan 2020-2024

Strand 1: Increasing the extent to which disabled pupils can participate in the School Curriculum.

| TASK | ACTIONS | TEAM(S) | TIMESCALE | MONITORING | OUTCOMES |
|--|---|---|-----------|--|---|
| Review/audit of resources for the National Curriculum for inclusivity, especially outdoor area | Purchase any new resources to broaden inclusivity for all groups esp disabled pupils. | Subject Leaders | 2021 | Subject Leaders | All groups of children have improved access to equipment. |
| Examine the attainment of pupils with a disability. Implement any interventions. | Tracking of pupil progress especially for disabled. Interventions put into place | SLT, assessment co-ordinator and inclusion co-ordinator | 2021 | Half termly by assessment co-ordinator | Children with a disability make age related expectation progress. |

Strand 2: Improving Access to the Physical Environment

| TASK | ACTIONS | TEAM(S) | TIMESCALE | MONITORING | OUTCOMES |
|--|--------------------------------------|---------------------|-----------|--|---|
| Outdoor provision to accommodate disabled pupils | High visibility rails around windows | Resources Committee | 2024 | Improved outdoor provision and access | Pupils able to access outdoor provision |
| Painting of door frames different colour from door | Ongoing | Resources Committee | 2023 | Visually impaired pupils able to see doorways easily | Less bumps on door frames |

Strand 3: Information for Disabled Pupils which is provided in Writing for Pupils who are not disabled

| TASK | ACTIONS | TEAM(S) | TIMESCALE | MONITORING | OUTCOMES |
|--|--|---------------------------------|-------------|---|--|
| Seek opinions of parents to consider info such as: homework, tables, worksheets, marking and feedback, notices and tests | Parental surveys, new data collection sheets to include section on whether people need access to information by other formats. | Office staff to inform staff | 2021 | Parents, carers receiving information in appropriate form for their needs | Better access of information for disabled parents, carers or pupils. |
| Staff Training if needed for visually/aurally impaired | Advisory support or SEN support | SLT and all staff including TAs | When needed | Training monitored by DHT | Staff receive appropriate support/training if needed |
| Seek advice from outside agencies involved with visually impaired. | Buy enlarged print/books for pupils who need them | SLT in depts | When needed | SLT | Appropriate text size for pupils who are visually impaired. |

Strand 4: Disability Equality Duty - Whole School Actions

| TASK | ACTIONS | TEAM(S) | TIMESCALE | MONITORING | OUTCOMES |
|---|---|---------------------------------------|-----------|----------------------------------|---|
| Continue to ensure nobody discriminated against | HT, Curriculum Committee, School Council & parents/carers | Equality Working Group/ Head/teachers | Ongoing | Curriculum committee | Group focus on attaining Equality Marks |
| Amend data collection sheets on staff, parents/pupils about adjustments needed. | School office to collect information on data collection sheets. Inform HT and staff | School office and HT | 2021 | School Office | More information received/actioned regarding disability needs |
| Implement adjustments as above | HT, curriculum committee, school council, parents, carers | HT and curriculum committee | 2021 | HT and curriculum committee | Raised awareness and facilities for disabled |
| Plan Visual Awareness Week | Teachers, TAs. Visitors to sch | Key Stage Leaders | 2022 | Teachers to seek views of pupils | Raised awareness for all |