



Colindale Primary School

Accessibility Policy & Accessibility Plan

Policy last ratified and adopted by Full Governing Body	May 2021
Policy due for review	May 2024

The UN Convention on the Rights of the Child Articles relevant to this policy:

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

This policy and plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of Colindale Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school **curriculum**.
- Improve the **environment** of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of **accessible information**, which is readily available to other pupils, to pupils with disabilities.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The Parents/Carers of pupils
- Members of staff
- Governors
- External partners

This plan is reviewed every three years to take into account the changing needs of the schools and its pupils and any new building.

How we will gather information for our Access Policy and Plan.

We encourage disclosure of disability from all members of the school community in order to ensure that appropriate adjustments can be made for their benefit.

With this aim in mind, every 3 years, we will send a questionnaire to all parents, children and users of the school to ascertain how accessible we are and to consider any suggested changes. Our most recent questionnaire was sent out in May 2021.

In addition, we will gain information from or regarding the following groups in other ways as described below:-

Pupils

- The pupil voice will be heard through our school council. Class councillors will ensure that children in their classes are aware of the questionnaire.
- We believe parents have a vital role to play in supporting their child's education. On admission to school all parents are requested to fill in the appropriate forms giving information about their child's impairments or health conditions.
- Information about pupils can also be received from other professionals working with the child and the child's family.
- Parents are invited to review meetings and are encouraged to come and tell us about any concerns they may have about their child. We believe that parents know their own child best and that we have experience of working with many children; sharing this combined knowledge makes for effective inclusion.
- We aim to develop a close partnership with parents which will enable them to approach the school to provide further information if the need arises throughout their child's time in our school.
- The school will also approach parents if we have a concern which we wish to discuss. In this way we can make the necessary adjustments to ensure equality of educational opportunities and maximise achievement for pupils with disabilities.
- Every term we hold meetings in which we track the progress of all children, including those with disabilities and associated SEND.
- Parents of children with health conditions are invited to draw up a 'health care plan' with our school nurse and welfare staff in order to share information and meet individual children's health needs.
- Every term we hold a 'shared goals meeting' to which disabled children, their parents, teachers and therapists are invited in order to share information which can be used to set 'shared goals' to maximise the inclusion of children with disabilities.

Parents & other members of the school community

- Parents will be invited to disclose any information that will lead to reasonable steps being made towards making our school accessible to them. Parents will be able to request information in preferable formats.
- This scheme will be made accessible to the parents of each new child along with other information for new starters.
- Parents are welcome to join our various parents' groups including Parent Champions.

- Our Family Support Worker is available to all parents and can sign-post to various agencies if needed.

New Staff

- The recruitment process allows applicants to disclose a disability on the application form if they wish. Prior to appointment, a successful candidate is required to complete a medical form as part of their pre-employment checks which may result in an Occupational Health consultation. A report will be sent to the school to enable reasonable adjustments to be made if necessary.
- New members of staff will be made aware of this policy during the induction process.

Existing staff

- Staff are able to discuss any health concerns which may impact on their work with their Line Manager. We have an Attendance Policy which outlines how absence will be followed up. This includes Return to Work meetings and Occupational Health Referrals to enable reasonable adjustments to be made if necessary.
- Reasonable adjustments can be made following a risk assessment carried out with the member of staff and a member of the Senior Leadership Team
- We also have an Employee Assistance Programme that offers confidential support, counselling and advice for employees. Referrals to Occupational Health can be considered where health is affecting work.

School Context

Colindale Primary School is a three-form entry multicultural, multi ethnic primary school in the London Borough of Barnet. At Colindale School we have an Additionally Resourced Provision (ARP) for children with physical disabilities. We celebrate the diverse faiths and cultures within our school and seek to remove barriers to disability.

This includes ensuring equal opportunities for **all** pupils. At Colindale we have taken many steps to prevent pupils with disabilities being treated less favourably than other pupils. Children with disabilities have access to all activities and curriculum areas as far as is reasonably practicable.

Our mission statement is *Living and Learning Together*. We aim to create a school with a positive climate for learning with children actively involved in and taking responsibility for their learning, where everyone is valued and reaches personal standards of excellence. All staff actively demonstrate their commitment to supporting and promoting this aim.

As from September 2020, the number of pupils with SEN is 71. We have 63 pupils at the stage of school support and 18 pupils with education health care plans or statements.

Ethos

We have strong inclusive ethos. This has been recognised by Ofsted, HMI and the LA. We have also been awarded the Inclusion Quality Mark (IQM) twice and apply for renewal every three years.

Colindale Primary School has a dedicated team of staff including support teachers and special needs assistants. The team supports children with special educational needs and is co-ordinated by the Assistant Head Teacher for Inclusion and the Assistant SENCo. With the support of an HLTA (Higher Level Teaching Assistant) for SEND.

Colindale Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical and sensory needs. We are committed to promoting positive attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We understand that our pupils, visitors and staff have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing information, the curriculum and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their peers.

In line with our ethos, curriculum policies are reviewed, consideration of inclusion and accessibility will be given by staff and governors.

Environment & Facilities

At Colindale School we have an Additionally Resourced Provision (ARP) for children with physical disabilities. Children are usually placed in the provision after consultation with the Local Authority's Special Needs Panel.

It is important to understand that the children who have a place in the resourced provision spend their time at school in a mainstream class and not in a separate classroom or building

The children in the ARP do however spend time outside of class, for example, on therapy programmes. Pieces of equipment such as standing frames will be used in the class and will be timetabled into the day so that therapy can also take place in the classroom.

Colindale Primary School has extensive accessible grounds which reinforce the curriculum and provide play experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages. The outdoor field is an all-weather pitch which enables wheelchair users to be involved in sport despite the weather. The pond has hard-standing wheelchair access and there is a ramp leading into the outdoor classroom. The outdoor equipment was designed so that it could be accessed in a variety of ways by able bodied and disabled pupils together.

The hall which is used for lunchtime is accessible to all. Wheelchairs can be seated at the dining tables. Trained staff assist some children who have feeding plans, including gastrostomy feeding.

Accessible toilet facilities are located throughout the building for pupils, staff and visitors. We have a range of facilities designed to help both the children using the disabled facilities and the assistants who support children with their intimate care needs. For example, we have hoisting equipment, adjustable height changing tables, showering facilities, a sluice, raised toilets, over-toilet seats and automatic hand dryers in many of our disabled toilets.

Our swimming pool is used for swimming activities for all pupils including children with disabilities. Children will either swim with their own class with assistance or they might swim in a small swimming group supervised by our swimming teacher who has had specialist training in managing the individual needs of disabled children in the aquatic environment. Facilities in the pool area include a ceiling track hoist and specialist changing shower beds. Children are encouraged to enter, exit and use the pool with the optimum level of independence.

We have one therapy room in which therapy is delivered by staff following therapy programmes under the guidance of therapists.

We have installed blinds in most rooms to minimise glare for children with visual impairments and to allow for adjustable lighting.

We have allocated disabled car parking spaces and accessible toilets for adult visitors, including parents with disabilities. Visitors with disabilities will be able to independently request entrance into the school as everyone else does, by accessing the automatic gates, parking in designated spaces and being able to reach the door buzzers. Visitors will also be able to use adapted toilets. It is of paramount importance that visitors feel both welcome and independent.

We try to help our parents by allowing them to park in the school car park if their child is a wheelchair user or has a disability which makes them vulnerable around traffic and crowds.

Emergency evacuation procedures are displayed around the school and there is a fire drill every term. Key staff are trained in how to use the lifts in case of fire and how to locate the safe area and contact the fire brigade once they arrive via an intercom between the safe area and the main entrance hall. Staff are timetabled so that vulnerable children always have an assistant available in case of emergency evacuation

There is also an alarm in the swimming pool area which sounds in the main reception area.

The accessible toilets have both lights and alarm sound warning (assistance call) over the doors.

All outside areas are maintained regularly by the site managers who monitor the general internal and external condition of the school on a daily basis. We are fortunate to have a building and outdoor areas which have level access and are accessible by wheelchair users.

We are aware that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the site managers undertakes repairs as soon as possible.

Communication and Information

We can provide children and parents with different forms of information, for example, enlarged font on letters.

Communication systems are used where appropriate, including Makaton, Pecs, photographs and objects of reference. We use a communication system of symbols/pictures with some of our pupils.

We enable the pupils to show their interest, knowledge and skills despite their difficulties with communication. Visual timetables and clues to 'next ' activities are given to ensure the pupil is aware of the routines required throughout the day.

Staff allow for the additional time required by our pupils to use equipment in practical sessions and attempt to adapt equipment for optimum use.

Colindale Primary School provides all pupils with access to computer technology with appropriate adaptations for our pupils. We use appropriate software such as *Clicker* which supports children in recording their ideas and work.

For those parents whose children travel in from a distance on borough transport, we are keen to forge relationships through phone calls, home-school communication booklets and online through Microsoft 365 Teams.

Curriculum

Colindale Primary School offers a broad and balanced curriculum for all pupils and provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and support their educational development.

Colindale Primary School has a dedicated team of staff including support teachers and special needs assistants. The team supports children with special educational needs to access the curriculum and is co-ordinated by the Assistant Head for Inclusion.

All pupils take part in music, drama and physical activities as part of the access to the curriculum.

Our children take part in activities provided by outside agencies who offer specialist facilities and training for children with disabilities e.g. boccia, paralympic events.

Children with physical disabilities are included in after school clubs as far as is safe and practicable. Children can be supported by an assistant.

School visits are accessible to all pupils irrespective of attainment or impairment. We use a residential school journey site that is proven to meet the needs of children with physical and complex learning difficulties.

Colindale Primary School is visited termly by an NHS occupational therapist who can advise on how to use equipment and adapt resources in order to access the curriculum.

Similarly we are visited weekly by an NHS speech therapist who gives advice on how children with speech and language needs can be supported to access the curriculum.

There are high expectations of all pupils. Children's progress is closely monitored by the team of staff involved with the child. The Assistant SENCO meets regularly with class teachers and phase leaders to monitor progress. Individual children are discussed with the AHT for Inclusion and appropriate adaptations may be made to the curriculum or interventions offered.

In addition, there is regular scrutiny of work of children with EHCPs to ensure that they are making similar progress to children with similar difficulties.

Support for Staff

As in line with the code of practice, teachers at Colindale Primary School are seen as teachers of all children, including those with special educational needs. Teaching staff and support staff are flexible enough to adapt their teaching and activities to enable our pupils to learn effectively in their classrooms.

Staff will be made aware of the disabilities of the pupils they may teach or support. Each child with a disability will have a *Pupil Profile* which will outline the child's individual needs and targets. These pupil profiles and targets will be updated on a termly basis. These targets will have regard to the long term and short term outcomes on the child's EHCP if the child has one.

As part of the induction process, new staff are sign posted to the Colindale information booklets on supporting children with disabilities and understanding the needs of children with physical disabilities which are on the school website.

Staff are able to seek advice about access to the curriculum from colleagues from the advisory teaching services for children with hearing impairment, visual impairment and autism spectrum condition.

Training

Teachers and teaching assistants develop the necessary skills and knowledge to teach and support disabled pupils through regular whole school training, individual courses and internal support.

Teachers, with children with complex learning difficulties in their class, are supported by the Assistant SENCO when planning the week's activities. The SENCO also monitors plans to ensure optimum inclusion of children with physical disabilities and learning difficulties.

Special Needs Assistants are trained in delivering intimate personal care, therapy programmes and maintaining the health and safety of the pupils at all times. They also meet with a back care expert to ensure that they are moving and handling children in a way which is safe for both the child and the assistant.

Accessibility Plan

Our governor for SEND has undertaken, with our AHT/Inclusion, an audit of the extent to which pupils with disabilities can:-

- access the physical **environment** on an equal basis with their peers.
- access the **curriculum** on an equal basis with their peers.
- access **information** on an equal basis with their peers

Based on this audit, we have identified short, medium and long term action to address specific gaps and improve access. This has informed our accessibility plan.

All procedures will be carried out in a reasonable time and after taking into account pupils' disabilities and the preferences of the pupils themselves. or their parents/carers.

Environment

	Current Situation	Actions	Leaders	Target date	Outcome
Medium Term < 3yrs	Stair edging	Site Manager, BSM & AHT to ask contractors for quotes. AHT to ask Visual Impairment Advisory Teacher for advice on types of edging.	AHT/ Inclusion	In time for Y1 child to transfer to Y3	Children and adults with visual impairments can negotiate stairs more safely and independently
Medium Term < 3yrs	Edging on floor near Little Rainbows.	Site Manager, BSM & AHT to ask contractors to quote to make doorways flush to ground.	AHT/ Inclusion	Autumn 2021	Wheelchairs can enter and exit these doorways without assistance

Curriculum

	Current Situation	Actions	Leaders	Target date	Outcome
Medium Term < 3yrs	Staff expertise and knowledge re SEND issues needs constant development as the needs of the children change	Ensure CPD programme remains relevant	AHT/Inc	Ongoing programme	Staff expertise in SEND issues increased

Information

No plan needed in this section