



Cornerstone Church of England (VA) Primary School



*Building our Community
with Love, Forgiveness and Hope*

Accessibility Plan

Reviewed by	Resources, Personnel & Pay Committee	Authorised by	Resources, Personnel & Pay Committee
Last Review	Spring 2018	Date	23/1/2018
Next Review	Spring 2021	Review Cycle	Tri-Annually

Introduction

Cornerstone CE Primary School is committed to reviewing and improving the accessibility for pupils with disabilities, where it is possible to do so. The nature and content of the school's plan depends on:

- the population of pupils with disabilities
- any prospective pupils who have disabilities
- the size
- the resources available to it
- the strategic steer given by the Local Authority, the Diocese of Portsmouth and the DfE

This plan includes increasing access for pupils with disabilities to the School's curriculum, reviewing access to the physical environment of the School and improving the delivery of communication to pupils with disabilities and their parents.

The School will make best use of available expertise: pupils with disabilities, their parents, specialist teachers, local voluntary organisations and others to help to identify practices and arrangements that act as a barrier to including disabled pupils; the Local authority and Diocese will also be consulted to provide advice and information where relevant.

In producing the action plan the School will:

- draw on detailed information, for example by using data on the presence, participation and attainment of pupils with disabilities to inform the priorities
- undertake a self-assessment of wider accessibility needs

- collect information about staff and parents with disabilities
- assess the impact of the School's policies
- draw on the principles contained in the School's Single Equalities Scheme and the on-going evaluation and review of the Scheme

Information gathering

The gathering of information will include an analysis of:

- the presence of pupils with disabilities, for example: how many pupils with disabilities there are in the School, which impairment groups are represented, or not represented, in the School
- the participation of pupils with disabilities across the life of the School, for example: in curricular and extra-curricular activities, in positions of responsibility; the factors affecting participation, for example: policies on medication, bullying, access
- achievements of pupils with disabilities as reflected in, for example: SATS tests, achievements in extra-curricular activities and the broader outcomes
- the recruitment, development and retention of employees with disabilities including how staff with disabilities are represented amongst different groups of employees, at different levels of the School, and amongst those who leave the School
- the benefits of a diverse workforce

Appendix 1 to this Plan lists related documents

Appendix 2 to this Plan is the self-assessment undertaken by the School. The information gathered by the School in the self-assessment, has assisted in the agreement of the priorities set

Priorities

The following priorities for the School will be set in the light of:

- an examination of the information that the School has gathered; and
- the messages that the School has heard from the pupils with disabilities, staff and parents who have been involved in the development of the scheme.

1. *Curriculum Access*
2. *Improving the delivery of written information*
3. *Improving the physical access at school*

Action Plans

The following detailed action plans support the implementation of the Accessibility Plan and oversight of these to check progress is the responsibility of the Governing Body. Once the School has produced an Accessibility Plan, the School has a statutory duty to implement the Plan and to allocate adequate resource to it. This action plan will be reviewed at least on an annual basis by the school.

Annual review

In the annual review on its Plan, the School will review the progress it has made on its action plan; and the impact of what the school has done. The School will revise its Plan every three years.

As part of the review of its Plan, the School will:

- revisit the information that was used to identify the priorities for the Plan; and
- re-examine the information to see if actions that the School has taken have affected opportunities and outcomes for pupils with disabilities, staff and parents.

The review of the Plan will inform its revision: how the school sets new priorities and new action plans for the next Plan. This process will:

- involve pupils with disabilities, staff and parents; and
- be based on information that the School has gathered.

Appendix 1 - Action Plan

Date:

Lead Area	Action	Strategy	Outcome	Timeframe	Achievement
Inclusion / Exclusion	Ensure needs of pupils with disabilities are considered and planned for when need arises.	Immediate liaison and support sought from professional outside agencies when needs arise or are identified.	Pupils with disabilities are, as far as possible, included within a broad and rich curriculum alongside their peers.	All needs catered for within at most a half term of pupil starting at the school or a need being identified.	Pupils with disabilities are able to access the same curriculum and activities as their peers.
General accessibility	Ensure specific physical and sensory needs are met when the need arises.	Implement all strategies and advice as given by professional outside agencies ensuring needs are met appropriately.	Across the school the specific physical and sensory needs are met quickly and accurately.	Ongoing	The needs of pupils with physical and sensory needs are met.
Promotion	Some positive images of people with disabilities within promotional materials and displayed in school.	To evidence the breadth of needs across the school in promotional materials to ensure materials are reflective of pupils' needs within the school.	All promotional materials, including social media, encapsulate and are reflective of the school population at any given time.	Ongoing.	
Autism/ Aspergers awareness	All staff receive awareness training.	Teaching and support staff to regularly attend training to support Autism and Asperger's awareness.	Expertise and skill set increased in response to need in the school. Training opportunities to continue.	Training attended Jan 2017 Information and expertise shared at INSET May 2017 Further training to be attended March 2018.	Training has been attended and disseminated to all staff.

Appendix 2 – Self Assessment

	Red	Pink	Green	Blue
Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Pro active approach to including disabled young people by all staff Effective inclusion plans in place and in regular use by all staff
Policies & procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement inclusion in all policies Staff contribute to reviewing and updating inclusion policies	All staff aware of and actively implement inclusion policies Staff, parents and disabled young people contribute to reviewing and updating inclusion policies
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols DBS checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols DBS check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols DBS checks are completed for all staff Management mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated Staff aware and adhere to procedures and protocols DBS checks are completed for all staff and are regularly updated All staff mindful of safer recruiting legislation School and all staff are committed to keeping young people safe

Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parents and are managed accordingly	Dynamic individual risk assessments are done for high risk users prior to arrival Standard risk assessments include specifics of working with people both with physical and learning difficulties Strategies are recorded for managing groups with challenging behaviour
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Good access to building or surrounding/outside areas for wheelchair users Room layout provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	All areas are fully accessible for wheelchair users Room layouts provide excellent manoeuvrability Accessible toilets with changing tables and hoists are available All doors can be opened independently by wheelchair users
General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met – (ramps, signage, induction loops)	Most disabled young peoples specific physical and sensory needs are met Visual and aural support available	All disabled young peoples specific physical and sensory needs are met Sound absorbing resources, visual and aural support available Raised letter signage/Braille throughout facilities Fully functional hearing systems in place where appropriate
Promotion	No positive images of disabled people within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials Site/activity accessibility information is included within promotional materials Promotional materials available in other formats if requested in advance	Many positive images of disabled people within promotional materials Site/activity accessibility information easy to find in promotional materials Promotional materials are presented in an accessible, easy to understand way Promotional materials readily available in other formats Concessions actively promoted (e.g. Carers go free policy)

Community / partnership working	No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner Empowers staff to share their skills and knowledge with others Signpost parents to outside agencies
Participation	School does not seek or take recode of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disable young people or parents	School takes feedback from disabled young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision when applicable There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups)
Staff training /approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending Staff are friendly and approachable and work towards finding positive solutions before issues arise All staff are regularly trained and certificates are kept up to date
Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resources for individual young people Staff have limited awareness of alternative communication systems available	Consistently, clearly labelled and well presented use of visual support Makaton available and used during sessions Staff have good knowledge of alternative communication systems available	Range of visual support in place (variety of visual aids resources available and used) Evidence of signing environment Staff have excellent knowledge of alternative communication systems available Environment adapted to suit child's needs e.g. low distraction areas.

Autism/Aspergers awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	<p>Some staff have received ASD awareness training</p> <p>Staff use a variety of approaches to meet the needs of young people with ASD</p> <p>Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities</p>	<p>All staff have received ASD awareness training</p> <p>Activities delivered in a way that considers different users specific needs</p> <p>Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals</p>
----------------------------	---	----------------------------------	---	--