



Cusgarne Primary School

School Accessibility Plan 2022-2023

The Hub Councillors and staff are committed to providing a fully accessible environment. This plan, along with our School Development Plan, will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils that result in improved outcomes for our pupils, parents/carers, school personnel, governors and visitors in all aspects of school life.

This Accessibility Plan should be read in conjunction with our Policy for Equality and our School Development Plan and will be published on the school website. A hard copy can be requested from the office.

This plan will be reviewed annually alongside our School Development Plan.

Background

Cusgarne's school buildings are Victorian and have been modified and improved upon by PFI. They are designed to meet the needs of pupils. Currently at Cusgarne:

- all classrooms are on the ground floor;
- there is a ramped access to the front of the school;
- modern purpose-built bathroom with shower and hoist facilities;
- one corridor is narrow and can become cluttered with bags and coats;
- use of classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including reception, toilets, intervention room and hall are on the ground floor, with ramped access;

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect the parents' and child's right to confidentiality. We will work with them to ensure the best outcome, allow them to access the National Curriculum and take reasonable steps to avoid putting disabled pupils at a disadvantage.

This plan is broken down into three areas:

- 1) Delivery of the curriculum** - 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:

We do this by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- 2) The physical environment** – The school will take into account the needs of pupils and its other users when planning and undertaking future improvements and refurbishments of the site and premises.
- 3) Provision of information in other formats** – The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

1) Delivery of the curriculum Action Plan

Target	Strategies	Responsibility	Success criteria	End of year review/outcome
Increase confidence of staff in differentiating the revised curriculum and new national testing	Identify staff training needs on curriculum access and moderation	CPD for individual staff and Head of School as part of performance management	Increased confidence in delivery as observed by monitoring visits and by results	Hub Councillor and school improvement monitoring, staff meetings, attendance at moderation, HOS observations and in depth review of national testing results.
	Assign CPD for SEND to enable full differentiation and planning/recording methods	SENDCO and individual staff	Monitoring of planning by HOS and discussions with SENDCO	On-going review meetings with pupils, teachers, parents and professionals
	Revising and reviewing individual IEP's on a regular basis	Class teacher supported by SENDCO, where necessary.	Improved assessment outcomes and increase in pupil participation.	Ongoing each term with class teachers
	Half termly assessments for all pupils.	Class teacher	Tracking results by individuals and by characteristics groups will help identify where extra resources and strategies are needed.	Tracking becoming embedded. Staff better informed about pupil progress
Ensure classroom support staff have specific training on disability issues.	Identify staff training needs	Individual staff and class teacher. Liaison with HOS as part of performance	Increased confidence in delivery as observed by monitoring visits and from class teacher	2 TAs and 1 Teacher are Team Teach trained.

		management.	observations	
Use IT to support learning	Alongside classroom laptops, use of alternative equipment to ensure access i.e. iPad, spellcheckers, talking tins and install software where needed	Class teacher and Computing subject leader.	Wider use of resources and improved assessments. Informed safer working practices.	NSPCC e-safety session for all children to be followed up with training event for parents and hub councillors.
All school visits and trips need to be accessible to all	Venues to be vetted before trip takes place and full risk assessment undertaken. Pupil premium used to support identified families.	Class teacher and EVC co-ordinator	Full participation by all pupils.	Ongoing as and when school trips are organised.
Continue to review PE curriculum to ensure PE accessible to all	Gather information in accessible PE and Disability Sports including support from cluster schools.	PE co-ordinator	All to have access to PE and be able to excel	All children take part in PE which is differentiated to their individual needs.
	Seek provision and/or specialist sports coaches to come into school	PE co-ordinator	All to have access to PE and be able to excel	Plymouth Argyle lead the PE lesson supported by class teacher or teaching assistant.
	Review PE curriculum to include disability sports	PE co-ordinator	All to have access to PE and be able to excel	Ongoing as many events were cancelled due to COVID.
	Individual access plans for pupils who access curriculum in different ways, if required.	PE co-ordinator	All pupils able to access PE at their own appropriate level.	Adapting requirements for children who need it in order for them to participate. This will lead to an increase in confidence and enjoyment.

Ensure all children participate equally in after-school and lunchtime activities	Monitor who is attending after-school clubs and identify any barriers which are preventing participation. Talk to children about what type of activities they would like out a lunchtimes.	Feedback to PE Co-ordinator/HOS and discuss any barriers and consult on how to eliminate them.	Increased confidence and participation of pupils joining the after-school clubs. Lunchtime – children will have purposeful activities outside and this will lead to a decrease in negative behaviour choices.	All staff to actively take an interest in what the children are accessing and promote positive play.
Understanding of equality of different types of disability	Circle time and as part of lessons. Inviting visitors into school for assemblies	Class teachers and HOS	Increased discussion of disability issues into all curriculum areas	Newsround regularly accessed in Upper KS2. Certain charities identified by school council and supported by all.
Liaise with nursery providers, child-minders and families to review potential intake in September.	Contact made and information gathered to identify pupils who may need additional, or different provision. Seek professional services as required.	SENDCO, EYFS Lead and EYFS practitioner.	Smooth transition to school and resources - strategies in place. Assigned staff member and PEP in place if required.	Increased number of transition sessions with the children and making positive connections with the families. EYFS Lead has contacted current settings to gain additional information.
Displays which support curriculum that are vivid and diverse.	Displays should be purposeful and help maintain interest, increase participation in classwork, positive images not stereotyping.	Class teachers. Learning walks by HOS and Hub Councillors.	Pupils using the displays to aid their learning which will increase pupil engagement. Range of work displayed to celebrate all children's achievements. Pupils will be able to talk about their learning in a positive manner.	A range of fonts to be used including dyslexia friendly fonts. All staff have now been made of this requirement by SENDCO and HOS.

2) The Physical Environment

Target	Strategies	Responsibility	Success criteria	End of year review/outcome
The school is aware of the access needs of disabled children, staff, hub councillors and parents/carers.	To create access plans for individual disabled children as part of the IEP process including a personal evacuation plan (PEP) if needed. Plan and implement routines for toilet changing/meal and snack times.	SENDCO, class teacher and HOS.	IEP's in place and reviewed. Any additional resources identified and provided.	Inclusion of pupils into all activities. Successful transition to next year group.
	Survey of staff and hub councillors to ensure access needs are met for meetings. Staff performance management meeting.	SENDCO/HOS	Attendance at meetings	Ongoing
	Survey to find out the access needs of parents/carers	HOS/Class Teachers	Survey replies and attendance at school events. School accessible to parents and hub councillors for school events including productions.	Adaptations to be made at the appropriate times to enable all parents/carers to access school events.
	Classroom organisation and seating arrangements. Organisation of common areas.	Class teacher HOS, Hub Councillors and staff	Increased participation of pupils. Learning environment walks to check/update and advise on changes.	Pupils fully participate in class lessons. Ongoing and school looking good.

The school is aware of access needs in the safer recruitment process.	Identified through the application process	HOS and Hub Councillors	Access issues do not influence recruitment outcomes.	Ongoing
Access to the disabled bathroom	Ramp leads up to main entrance and into reception and will accommodate a standard wheelchair. No current known wheelchair users.	HOS and Hub Councillors	A member of staff will assist the wheelchair user by opening the doors. We have a purpose built disabled bathroom with shower and hoist which can now be easily accessed by wheelchair users.	Completed
Outside lights	Ensure the lights are in good working order, especially over the winter months.	Caretaker, premises secretary and all staff	Staff to report if they notice any of the lights not working. Regular checks made and playground suitably lit.	Ongoing
Slope on the playground	The slope is natural and has been passed by PFI as an acceptable angle. The playground is gritted when icy to prevent unnecessary slips and trips.	HOS/all staff members	Monitoring of the accident book. Grit dispenser now provided to ensure even distribution.	Ongoing

Door sizes	The main door plus access into the corridor and hall are via double doors suitable for wheelchairs and buggies. Access to the other end of the school is via normal width doors.	HOS	Accepted as suitable for current circumstances	Ongoing
Fire procedures	Fire routines in place and staff wear high vis jackets for easy identification. Pupils with personal evacuation plans are known to staff and aided from the building.	Class teachers and HOS	We now have 3 Fire Wardens within the school. Regular fire drills are carried out and evacuation times are noted – current system in place is successful.	Fire routines work well and will be ongoing.
Provision for regular and end of year (SATS) and assessments	Identified needs via IEP's, SENDCO and class teacher	SENDCO and class teacher	SENDCO/HOS to order adapted materials so that all assessments are assessable to all pupils.	Ongoing and take into account children's needs.
Visual impairment	Outside step edges to be edged in white paint to aid visibility. Regular lighting checks. Ensure that carpet/floors are securely laid and there are no trip hazards.	HOS, caretaker, premises, secretary.	Inclusive participation. Monitor accident reports, near misses and/or comments/complaints from users.	Regular checks and effective system in place. White lines are in need of repainting – caretaker to do during the holidays.
Ensure medical needs fully met within capability of the school.	Meet with parents, outside agencies, training and establish individual protocols. Individual Health Care Plans completed and	All staff but especially class based staff.	Inclusive participation for the individual. Improved communication skills in relation to speech and language.	Administration of medicine reviewed and part of H&S policy and in line with Individual Health Care plans, if needed.

	<p>shared with staff, if needed.</p> <p>Work with Speech and Language and on-going support in class.</p>			
<p>Improve Road Safety Awareness for parents and children.</p>	<p>Communication with parents.</p> <p>Work with PSCO/Police to raise awareness and to help with road safety workshops.</p> <p>Build Road Safety Awareness into curriculum.</p> <p>Walk to school week.</p> <p>Bike-ability course.</p>	<p>HOS, Hub Councillors and all staff</p>	<p>Monitor comments/complaints and target issues as and when required.</p> <p>Walk to School and Bike-ability will raise awareness to pupils on keeping safe on the roads and may lead to an increase in families walking/cycling to school.</p> <p>Explicit teaching of Road Safety across all year groups.</p>	<p>Ongoing –</p> <p>Children are now explicitly taught ‘Road Safety’ across all year groups.</p> <p>Year 5 and 6 children have spent time with 2 of our local police officers undertaking ‘mini police’ week and road safety was a key feature.</p> <p>They then spent time in the other classes talking to the children and again road safety was a key feature.</p> <p>Posters designed by the children are now displayed in and around the school as well as on the outside of the school gates.</p> <p>Adults patrol the designated crossing area at the bottom gates which has helped.</p>

3) Provision of information in other formats

Target	Strategy	Responsibility	Success criteria	End of year review/outcome
Review provision to ensure it is accessible to all.	Information also made available on website. Follow up phone calls made if no reply to letters. Staff will support families and help them access information or to complete forms. Use a standardised clear font for all correspondence.	Office staff	Responses and comments from parents/carers	A range of formats are available upon request.
Act as a signpost to other agencies.	Provide information to families, including contact details.	All staff	Responses and comments from parents/carers	Information leaflets easily visible at reception and included within weekly newsletter.
Information access to pupils.	Develop child friendly IEP's. Ensure a comprehensive range of audio books held and used.	SENDCO/Class teachers All staff	Increased confidence, participation and results.	Done and is working well. Updating library on an ongoing basis.
Schools recording systems reviewed and improved where necessary.	Ensure Arbor up to date to raise awareness of pupils with SEND, medical or emotional needs. Ensure information is passed onto the next teacher/school.	All staff including office staff.	School census returns, IEP's for all identified children, smooth transitions to next class/school.	School recording systems are updated and regularly checked.