

# Orleans Primary School - Accessibility Policy



Governor's Committee Responsible	Full Governing Body	
Status	Statutory	
Review Cycle	3 Yearly	
Date written / last review	January 2023	
Date of next review	January 2026	
Published on Website	Yes	
Signed (Chair of Governors / Committee)		Date
Signed (Headteacher)		Date

### **Vision statement – A love of learning, for life, for all.**

At Orleans we provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world. Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community.

### **Introduction to the Accessibility Plan**

This accessibility plan is compliant 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 on progress of the accessibility plan over a prescribed period.

1) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website within this document. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular schedule 10 regarding Accessibility) and will advise upon the completion of that duty.

2) 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Orleans Primary School Accessibility Plan shows 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 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 and information about the school and school events: the information may be made available in various preferred formats within a reasonable timeframe.

4) The whole school accessibility plan relates to the key aspects of physical environment, curriculum and written information. (Please see appendix A for Strategic questions used)

5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equalities Act 2010.

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

- Equality Duty
- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

8) The accessibility plan will be published on the school website.

9) The Accessibility Plan will be monitored through the finance and premises committee.

### **1A. Orleans school plan:**

Orleans Primary School is committed to ensuring that all its employees, pupils and others involved in the school community, are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practises and service delivery.

**Disability definition:** A person with a disability includes

- A visually or hearing-impaired person
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, MS, HIV, a mental health condition, cancer and any other ongoing condition such as colitis.
- A person with an autistic spectrum condition
- A person with Downs syndrome
- A person with dyspraxia and/or ADHD
- A person with dyslexia

This list is not exhaustive but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006)

The school is committed to the removal of barriers to the progress of pupils with a disability. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

The school's Behaviour and PSHE Policies (within the Teaching and Learning Policy) promote equality and respect for all regardless of gender, race, colour, creed or impairment.

### **1B. Information from pupil data and school audit**

Orleans Primary Schools is a two-form entry school with 453 children on roll. The school caters for a range of needs including Autistic Spectrum Disorder, Dyspraxia and Language difficulties. At present (January 2023) there are 30 children (6.6%) on the school's SEN register (11 EHCP's, 19 at school support).

The school caters for children with the following disabilities: diabetes, VI (Visual Impairment), ASD (autistic spectrum disorder), dyslexia, ASD and ADHD (Attention Deficit Hyperactivity Disorder). Two staff members have identified themselves as being diabetic and dyslexic. We have a range of medical needs ( 38 pupils with a known condition), ranging from asthma, nut allergy, epilepsy to diabetes.

Nationally the percentage of members with a disability of a school community is about 7%; our percentage is currently 8%. We will continue to audit the profile of our school population to ensure that we fully identify and include those with disabilities.

We are mindful of the adults in our school community such as wheelchair users and we are committed to improving access for others who may have similar needs in the future. The school has fully accessible rooms for wheelchair users, so stakeholders can reach the library, classrooms and the school hall.

**1C. Views of those involved during the review of the plan**

SEN Governor	Member of staff who is diabetic	Member of staff who is Dyslexic
Parent of a child who has PD	Parent of a child who has visual impairment	Parent of child who as diabetes
Parent of a child who has epilepsy	Parents who may have a disability	

**2. The main priorities in the school's plan**

**2A: Increasing the extent to which pupils with a disability can participate in the school curriculum**

- Visual prompts for vocabulary and resources including visual timetables are used to facilitate access for all pupils deemed in need of them.
- Staff working with pupils with disabilities receive appropriate training where possible: TAs are involved in Speech and Language training, VI teacher from the LA to support staff with the learning and teaching of individuals, OT and Physio's to support staff to deliver programmes; epilepsy and diabetic training (particularly administering medication).

- Training will follow a medical diagnosis enabling staff and parents to feel secure in meeting the needs of the child and ongoing dialogue with parents to ensure needs are met via a health care plan.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. a named adult (or relative) will provide 1 to 1 support as necessary, especially on school trips. The school will aim to develop the child's independence by not taking a family member on a trip if the support provided is deemed suitable and covered in the risk assessment.
- Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.
- Provision of chrome books for individual pupils if needed.
- Wider use of prepared visual aids and prompts.
- Disability equality issues are incorporated into the planning and learning in Citizenship, PHSE and the RE curriculum when appropriate.
- Promoting positive images of people with disabilities and promoting well-known personalities/ artists/sports personalities/ or those with sporting talents who have disabilities, so disability is not seen as a barrier to achievement. Promoting them in assemblies, PSHE and in PE lessons and in the wider curriculum.
- Diversity week every year to further raise awareness of different needs with workshop sessions for whole school, signing assembly and workshops, visit from a partially sighted adult with her guide dog, autism awareness workshops and fact finding on finding positive role models for disabilities. To raise a positive profile across the school of disabilities.
- Continue to provide and develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators, Curriculum leader and the Inclusion manager regularly review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, accessibility is also checked.
- Consult external partners and local cluster schools as necessary to gain specialist advice on how to adapt resources. E.g. environmental audits from specialist habilitation officers for VI and accessing VI support to develop independent travel skills for child with VI.
- Consider OT assessment of classrooms as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, slope board, move-sit cushions to improve posture when using a chair, lights) when appropriate.
- Access to movement breaks and sensory support to enable pupils to self-regulate and co-regulate with adults modelling
- Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction. Training for staff forms part of our school development plan each year. Training is adapted to the needs of the children.

- The school seeks external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips.
- Teaching of zones of regulation to help all children become aware of strategies to self-regulate and adults able to assist children to co-regulate using emotion coaching strategies.
- Offering a range of extracurricular activities to support pupil mental health and well-being from sports clubs, mindfulness and access to arts and music
- Offering quiet spaces at lunchtime for games and drawing and for those that need it providing more structured play or
- Providing access to ELSAs for children that need additional mental health and well-being support

**2B: Improving the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services:**

- Time-tabled sessions in quiet areas are available to these children during the school day to provide them with a retreat from the main classroom whilst still providing them with full access to the curriculum.
- Provision of a quiet area within the classroom or shared area for pupils with disabilities and for other children with a need if required.
- Corridors and classrooms are accessible for frames and wheelchairs.
- Door furniture is easy to use i.e. height of door handle as far as possible.
- Door widths are adequate to accommodate a wheelchair.
- We have toilets suitable for wheelchair users. One in Y6 and one in the reception area.
- Playground and corridor routes are kept clear.
- The school will purchase playground equipment suitable for use by physically challenged, for VI children as necessary.
- There is an area that is clean and private for injections (MEDICAL ROOM).
- Visitors and people with mobility needs are able to access the disabled parking bay in the school car park
- Sensory room for calming with a range of sensory aids to help children self-regulate
- Access to quiet areas at lunchtime via zones in the playground
- Access to quiet areas to eat for pupils with ASC so they can have quiet down time and reduce anxiety

## **2C: Improving the delivery to pupils with a disability of information that is provided in writing for pupils who are not disabled:**

- There is the facility to enlarge school documents as necessary.
- School to remain updated regarding the services available for visually and hearing-impaired children and children with Downs syndrome and other disabilities ● The school will be using electronic magnifiers and technology to support visual impairment
- The school can:
  - Record information for pupils with learning difficulties or hearing impairments
  - Enlarge print for visually impaired
  - Simplify language
  - Contact parents in a variety of ways
  - Use picture symbol language for children with communication difficulties. E.g. widgeo online

## **3: Making it happen**

### **Impact Assessment (September 2023)**

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- An increased awareness of staff and governors on issues relating to disability.
- Staff use resources which promote disability and undertake risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils.
- When reviewed and updated, the impact on disabled pupils is taken into consideration.
- The school will evaluate the effectiveness of this policy by the careful monitoring of this action plan termly.
- To agree this Accessibility Plan at a Full Governing Body meeting.

## 1. Environment

### Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground, sports areas, and shared areas such as canteens or libraries and toilets

	Priority	Action	Responsible person	Timescale	Outcome/impact
1.1	Supervision at break time and lunch times	<p>Ensuring staff who are supporting pupils 1:1 with play supervision have a range of skills to help manage unstructured times e.g. playground games, sensory processing activities, behaviour management and social skills.</p> <p>Clear communication so that all staff are aware of the needs of individual children, who may not require 1:1 at lunch/ break but need close monitoring.</p> <p>Staff training on zones of regulation so that there is an understanding and common language of emotional zones to help support all pupils with their emotions.</p>	<p>TAs and SMSAs</p> <p>Staff</p> <p>R Johnson</p>	<p>Ongoing</p> <p>Monthly SMSA meetings</p> <p>TA / LSA meetings</p>	<p>Children have a more social and enjoyable break and lunch time and pupil voice reflects any support that has been provided</p> <p>Children building better friendships and relationships with the adults supervising them.</p>

		<p>Staff able to use emotion coaching language to provide co-regulation for pupils to enable them to regulate, relate, reason and repair</p> <p>Regular review of playground set up and class teachers on break duty to increase understanding of pupil needs, providing support to those who need it</p> <p>Staff to use CPOMS to record any incidents at playtime / lunch time</p>		<p>½ termly at staff meetings / TA meetings</p>	
1.2	<p>Pupils are able to self-regulate by using the sensory room, meditation garden and the pod</p>	<p>Staff are able to use a variety of strategies to help pupils co-regulate and learn to self-regulate.</p> <p>Use of regular sensory breaks for some pupils.</p> <p>Whole school use of zones of regulation to enable all pupils and adults to have a common language to discuss regulation</p> <p>Children to access the sensory room – meditation garden and the pod for sensory breaks / self-regulation</p>	<p>All staff</p> <p>LSA's</p> <p>R Johnson</p>	<p>ongoing</p>	<p>Pupils are able to access break out space to reduce challenging behaviour in the classroom and other areas.</p> <p>Children are equipped with a range of strategies to self-regulate.</p> <p>Pupil voice is positive about the calming &amp; sensory equipment RJ / LSA's to collect this information.</p> <p>Pupils can use the language of zones of regulation to identify which zone they are in and can identify one or two strategies that help them to calm.</p>

1.3	Adjustment to school, the grounds for children with specific disabilities	<p>Regular meetings with Richmond VI specialist Cathy Pocock to ensure technology and support is suited to meet child's learning needs:</p> <ul style="list-style-type: none"> <li>-access to laptop and ipad to support learning needs</li> <li>-access to move sit cushion &amp; slope board</li> <li>-enlarge texts</li> <li>- access to quiet spaces at playtime when needed</li> <li>- areas of hazard to be painted yellow – Cathy to advise with Mr James</li> </ul> <p>Surfaces are flat and any raised areas are coned off to avoid any trip hazards – regular meetings with Jenna Cummings to support the children with Hypermobility</p>	<p>R Johnson</p> <p>Mr James</p> <p>CT</p> <p>Support from VI – Cathy Pocock</p>	<p>Ongoing – after an initial assessment from CP and JC</p> <p>Yellow lines to be painted in the playground by 4<sup>th</sup> November</p>	<p>Staff are aware of needs and know how to support</p> <p>School environment is suitable for child</p> <p>Pupil Annual Review shows that child is happy in school and is able to learn</p> <p>Children aware of how to play safely in the playground. Through</p> <ul style="list-style-type: none"> <li>- SMSA's monitoring play</li> <li>- Sports leaders</li> <li>- Energy kids providing playground games</li> <li>- Newsround</li> <li>- Assemblies</li> </ul>

## 2. Curriculum

### Increasing access to the curriculum

This covers curriculum content, differentiation, teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

	Priority	Action	Responsible person	Timescale	Outcome/impact
2.1	Support in the broader curriculum.	<p>To ensure staff are aware of children's specific needs in the broader curriculum and they know how to support them by making reasonable adjustments and adaptations</p> <p>Ensure that the curriculum allows opportunities for over learning and key aspects of knowledge and vocabulary are identified in curriculum maps. Pupils are able to access a broad curriculum</p> <p>SEND budget (or individual EHCP budgets) used as required to purchase resources for individuals or groups e.g. Dictaphones, sensory equipment,</p> <p>Visual representations &amp; manipulatives used to support/as alternative to verbal input during lessons</p> <p>To use colour semantics, pictures/symbols &amp; tools such as Now &amp; Next boards to communicate with children with</p>	All school staff	Ongoing	<p>Extra adult support is not only directed to the core lessons but also the broader curriculum.</p> <p>Pupils with SEND access sporting events and clubs. PE leads Katie / Veronica to collect information on this.</p>

		language and communication difficulties.			
2.2	Sports Day/ Special events / School trips / Residential trips	<p>Staff plan special event weeks to include the needs of all children.</p> <p>Staff plan for visual timetabling with children and predicting where challenges may be faced.</p> <p>Children are able to use their exit / movement break passes when needed.</p> <p>Staff plan for trips / residential to include the needs of all the children liaising with parents and carry out specific risk assessments.</p>	<p>Class teachers</p> <p>R Johnson</p>	Ongoing	<p>Children are able to access the full curriculum including special activity weeks.</p> <ul style="list-style-type: none"> <li>- Mini marathon – 3<sup>rd</sup> Oct</li> <li>- Movement mile – weekly</li> <li>- Hooke court – 28th Sept</li> <li>- PGL – 19<sup>th</sup> Sept</li> <li>- Forest school – autumn term</li> <li>- Drama hut – 18<sup>th</sup> Oct</li> </ul> <p>Children enjoy and take part in the special weeks.</p> <p>Children are able to experience new activities adapted or differentiated to meet their needs.</p> <p>Pupil voice collected by RJ x3 a year</p>
2.3	Disability awareness, tolerance and respect taught & promoted to children.	<p>Assemblies &amp; workshops across year to promote disability awareness, including collaboration with local &amp; national charities including:</p> <ul style="list-style-type: none"> <li>- World Mental Day 10<sup>th</sup> Oct</li> </ul>	<p>R Johnson</p> <p>Class teachers</p> <p>Lucy Bassett – SMSC lead</p>	Ongoing	<p>Children aware of the needs around us and how children go about their day</p>

		<ul style="list-style-type: none"> <li>- World Kindness day – 14<sup>th</sup> Nov</li> <li>- Anti-bullying week 15<sup>th</sup> Nov</li> <li>- International Day of Disabled Persons – 29<sup>th</sup> Nov</li> <li>- UN Human Rights Day – 10<sup>th</sup> Dec</li> <li>- World Autism week – 4<sup>th</sup> Oct</li> </ul> <p>Weekly picture news / rights respecting / news round planned in to weekly timetables</p>			Children to have respect and understanding towards children with specific learning needs
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### 3. Information

#### Ensuring the availability of information to disabled pupils and their families

	Priority	Action	Responsible person	Timescale	Outcome/impact
3.1	Families have easy access to clear information regarding the support available for children with SEN or disability in school and in the local area. All communications are clear and easy to read	<p>SEN information report is clear and answers key question parents may have and it is reviewed annually.</p> <p>Links to the local offer are accessible on the school website signposting events and support.</p> <p>Reinstate regular SENCo coffee mornings for parents to come and meet one another. Inviting key speakers to each one. This provides</p>	R Johnson	<p>Autumn 2</p> <p>Spring 2</p> <p>Summer 2</p>	Parents able to access support in local area

		parents with an additional opportunity to discuss information related to disability directly with the SENCo and to network with other families facing similar experiences.			
3.2	Children with SEN or a disability have a voice and a way of communication their wishes, views and aspirations in an empowering and accessible way.	<p>Person centred annual reviews / IEP meetings for pupils with SEN – where possible access to part of the meetings.</p> <p>Use of a range of tools to support pupil views e.g. Dictaphone, touch typing, widgit</p> <p>Use of google forms to collect pupil views in interventions to further inform impact and next steps during SEN review meeting</p>	R Johnson Intervention staff	Ongoing	Children's views are expressed and feel they have a voice