Canterbury Road Primary School

Accessibility Plan 2022-2024

Canterbury Road Primary School is a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as a positive experience that will live long in their memories.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied lives and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan:
This plan shows how Canterbury Road Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability:
A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning:
Increasing access for disabled pupils to the school curriculum, (this 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 access to the physical environment of schools, (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils to make written information that is normally provided by the school to its pupils available to disabled pupils.

Context:
Canterbury Road Primary School has three different entrances, all of which are accessible via a ramp. The school has seven classrooms, two offices, a medical room, a family room, an ICT site, a staffroom and a large school hall. All these rooms are on one level. There is a care suite suitable for wheelchair users.

Current Range of known disabilities:
The school has children with a range of disabilities that include moderate and specific learning disabilities. We have pupils with ASD, ADHD, dyslexia, Speech and Language difficulties, and a range of medical needs.
Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs in inclusive classes, and all SEND children make progress in line with other children. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

	Not started	In progress	Effective Implementation

	Target	What?	Who and How?	Time Scale	Success criteria	Completed (date)
				SEND		
2	Interventions are regularly evaluated.	Termly meetings to assess the progress of SEND children.	Teachers/SENCO/DHT	6 times a year	SEND children progress as well as others.	July 23-on-going review
3	Ensure SEN information is clear and shared with staff.	Clear support plans in place for all children on the SEN register.	SENCO	Ongoing and as required	Parents and children fully understand their targets and progress from the support plans.	July 23-on-going review
4	Ensure there is access for parents to inform them of a range of support for different SEN needs on the school website.	Update website to include a more focussed area for SEND	SENCo/Office	By the end of term 6	Website will include areas on speech and language, how to help your child at home and types of support available for parents with children with additional needs.	September 2023 but on-going
				Building		
5	Keep corridors free from obstructions	Daily checks of the corridors to ensure that they are clear of clutter.	All staff and children	Ongoing	Children aware of the dangers of a cluttered corridor.	

6	Outdoor lighting around the building and on the field.	Update lighting to improve the visibility for all during the darker evenings and mornings.	Electrician/office staff	October 2022	Everyone has visual access to and from the carpark.	October 2022
7	Time table information is clear for every child	Visual timetables are used daily in every class	Class teachers	Ongoing	Visual timetables are used by children to prepare for their work through the day.	Achieved Sept 21
8	Educational visits to be accessible to all.	All visits assessed for accessibility for all children.	Class teachers	Ongoing	No child misses a school visit through exclusion due to disability.	|Achieved-on-going review
9	Children lacking confidence are given opportunities to discuss issues with Learning Mentor or at Talk Time	Develop use of a waiting/priority list of children who require support	SENCO/CT's/Learning Mentor	July 2023	Fair system developed to support children who need it most.	Talk Time available weekly. Pastoral Lead appointed.
10	Children needing time to control themselves are handled safely.	Safer handling training undertaken by staff.	TA's/HT/CT's	November 2022	Two staff available at all times that are trained in positive handling.	New staff to be updated with training
Medical						
11	Medical plans kept up to date and staff attend training for individual pupils.	Plans reviewed annually or as required. Training for new members of staff as required.	Class teachers/TA's/SENCO	Ongoing	Staff trained and able to work with identified children.	Achieved-on-going as and when required.
12	More members of staff trained as Paediatric First Aiders.	More staff trained to deliver first aid.	TA's/Office staff/Class teachers	February 2019-February 2023	First Aid cover for trips easier.	Achieved and updated

		Curriculum and Classroom				
13	Differentiation in teaching	Monitor planning to ensure that the needs of all the children are met in order to fully access the curriculum.	Class teachers/SLT	Ongoing	All children to make at least good progress in line with their need.	Achieved. Children with SEND make appropriate progress from their starting point.
14	Differentiation in teaching and class organisation	All staff made aware of the Mainstream Core Standards and how to access/use them.	SENCo/CT's	June 2021 & September 2022	Class teachers have a bank of suitable resources and strategies to use with all children's needs.	Re-visiting in Feb 24 after SEND review
15	Classroom organisation	All staff will check the access around the classrooms to ensure it is accessible.	Class teachers/TA's	Ongoing	Children are able to move around the classroom safely and access resources as required.	Access to resources being re-visited during T4 & 5 2023-24
16	School trips and residential visit	All trips assessed for wide accessibility for all children.	Class teachers/SENCO	Ongoing	All children are able to access school trips and the residential safely.	July 23 Achieved. All trips are open to all children.
17	All parents are able to understand and respond to school communications.	Identify parents with communication difficulties. Ensure that all school communications are accessible to all the parents.	Office staff	Ongoing	Use a variety of communication methods, email, phone calls, newsletters.	

18	Increase use of social media to promote the school and as a means of communication.	Parents are able to keep up to date with daily events on social media.	HT and office staff	Ongoing	More parents accessing social media and promoting the school.	Sept 2023 New website with more information regarding how to help with different areas of SEND