



Constantine Primary School

Accessibility Plan 2017-2020

At Constantine School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. 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 life experiences 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 Constantine 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 responsibilities

- 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 (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Constantine School is a single storey building with automatic door front access and a disabled toilet in the main foyer. The school is maintained under the PFI2 agreement by Interserve. It is possible to access all areas of the school building in a wheelchair and to navigate around all areas of the outside. Access to the lower field at present would be tricky as there is no designated path. Access to the Learning Lodge on the lower field would not be possible at present.

At present we have no wheelchair dependent pupils, parents or members of staff; however a member of staff is going to have a leg amputation this year.

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are a number of children on the Autistic Spectrum. There are some children who have mobility problems and motor skills difficulties.

We have a small number of pupils who have a hearing impairment and a few with slight vision difficulties.

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 excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. We have dyslexia friendly accreditation.

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, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
SHORT TERM				
To liaise with Nurseries and PreSchool to review potential needs for September intake.	Identify pupils who may need different provision so it can be sourced in time.	Summer Term	HT and EYFS teacher	Procedures, staff and equipment in place from September
To review all statutory policies to insure they reflect inclusive practice and procedures.	To comply with Equality Act 2010	Ongoing	HT All SLs Govs	All policies reflect inclusive practice and procedure
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
MEDIUM TERM				
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for adaptations for specific learning difficulties Invite people with disabilities into school and promote positive images of disability throughout the curriculum.	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Increased pupil awareness of disabilities.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Use ICT software to support learning	Research and install new software for specific children.	As required	ICT Subject Leader	Wider use of SEN resources in classrooms

LONG TERM				
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	All staff and Educational Visits Subject Leader	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Subject Leader and Penryn Partnership	All to have access to PE and be able to excel

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
SHORT TERM				
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required and at induction.	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate - monitor recent modifications to automatic door access and ramp height changes	Ongoing but ensure changes have been successful in fire evacuations etc	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Daily interactions with parents with HT on gate.	Headteacher	Parents have full access to all school activities
			Headteacher	

Ensure visually stimulating environment for all.	Colourful, lively displays and inviting role play areas. Topics reflected in each classroom in exciting way.	As required	All staff	All displays are visually stimulating.
MEDIUM TERM				
Improve ease of access in classrooms and corridors	Continually monitor classroom layout, role play set up to ensure spaces and routes are clutter free and accessible to all. Ensure all places are tidy and cloakrooms and corridors have no trip hazards.	Ongoing	All staff	Whole school ethos on keeping neat and tidy. All spaces are easily accessible and free from hazards.
LONG TERM				
Ensure adaptations / upgrades continue to be made for staff amputee	JS to advise as she rehabilitates back to work after amputation	2017-18	HT / JS	Majority of site accessible to amputee

Improving the delivery of information to disabled pupils and parents

This will include planning to make information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to pupils and parents we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
SHORT TERM				
To ensure all children with ASD have access to all aspects of school	Regular parental communication Individualised multi-sensory teaching strategies. Involve outside agencies for support and ideas	Ongoing	Class teachers and SENCO	School can offer a wide range of techniques to deal with ASD issues.
MEDIUM TERM				
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	KS1 /office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by all parents.	Current	Office / ICT SL	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information. Dyslexia CPD	On-going	SENCO	Dyslexia friendly resources used - staff able to
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of print.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2017	Office	All can access information about the school

LONG TERM				
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2017 or as soon as need arises if EAL pupils come to Constantine.	HT	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO and HT	Pupils and/or parents feel supported and included