



Constantine Primary School

Accessibility Plan 2022-2024

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 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, we do have staff members and a parent who have physical access requirements.

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are several 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 visit

Target	Strategies	Time-scale	Responsibility	Success Criteria
SHORT TERM				
To liaise with Nurseries and Pre School 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	As required	SENCO	All staff aware of individuals needs

	Information sharing with all agencies involved with child			
MEDIUM TERM				
Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access</p> <p>Assign CPD for adaptations for specific learning difficulties</p> <p>Invite people with disabilities into school and promote positive images of disability throughout the curriculum.</p>	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	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	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 persons to come in	As required	PE Subject Leader and Penryn Partnership	All to have access to PE and be able to excel

school

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

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 multisensory 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 School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by all parents.	During induction On-going Current	KS1 /office School Office Office / ICT SL	All parents receive information in a form that they can access. Useful documents are accessible on the website and in the foyer area for parents to help themselves.
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
Annual review information to be as accessible as possible	Develop child friendly EHCP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

<p>Information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of print.</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure all school information is available via the school website.</p>	<p>Ongoing</p>	<p>Office</p>	<p>All can access information about the school</p>
---	--	----------------	---------------	--

LONG TERM				
Languages other than English to be visible in school	Some welcome signs to be multi-lingual		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