

Colvestone Primary School

January 2023



Blossom Federation

Daubeney, Sebright and Lauriston



Accessibility Plan

'If you are struggling, what can we do to make learning better for this child or children?'

Accessibility Plan Reviews (Version Control)

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
Jan 2023	Whole plan Reviewed	Jan 2025	Mr Robin Warren

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children with disabilities

Colvestone Primary School aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination.

At Colvestone Primary School we believe the Schools and community should do everything possible to ensure that children are successful throughout their time with us. This relates to every area of development and also an emphasis on Growth Mindset which is about children believing that they can improve even if things are challenging for them. Children are encouraged to see success as progress from their own starting points as well as in Foundation Subjects and extracurricular activities.

We will apply this phrase to problem solving challenges: *'If you are struggling, what can we do to make learning better for this child or children?'*

We will foster individuality and success for all children to achieve their best.

All activities and trips are planned so they are accessible to all. However, if a child's behaviour is likely to put themselves or others at risk then the child will not be able to attend the trip. Trips and visits will not be considered if children with particular needs cannot access these.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

As Colvestone Primary School we work as a team to look at how we can improve the accessibility of our schools. We work closely with the London Borough of Hackney who owns the buildings and advises us on Health & Safety by completing H & S surveys annually.

Colvestone Primary School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises. At Colvestone Primary School there is no lift available. When making reasonable adjustments we also need to take into account the impact any change would have on the other children and adults using the space. However, the school will endeavour to adapt the physical environment if required for any specific accessibility need. This could involve relocating classrooms each year if they have children with physical difficulties.



Personnel for Inclusion

Robin Warren Executive Head Teacher
Anna Lucey Head of School
Nasima Ephraim Owain Jones Curriculum Lead
Jennifer Hippolyte SENDCO and Safeguarding Lead

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><i>Refer back to the phrase 'If you are struggling, what can we do to make learning better for this child or children?'</i></p>	<p><i>As inclusive schools, we will be a solution focused to improving outcomes for children with a range of needs.</i></p>	<p><i>We will aim to meet the needs of all children through adapting provision</i></p>	<p><i>Admissions meetings to use the phrase: 'If you are struggling, what can we do to make learning better for this child or children?'</i></p> <p><i>Post phrase on our local offer pages</i></p>	<p><i>Anna Lucey Inclusion Team</i></p>	<p><i>From January 2023</i></p>	<p><i>We will have a range of evidence of being solution focused and thinking creatively about provision</i></p>
<p><i>Promote the types of support available for the community to understand types of need</i></p>	<p><i>Links within this policy and in our local offer on each site to signpost information and support for the following range of needs:</i></p> <ul style="list-style-type: none"> <i>• visual impairment</i> <p>https://www.nib.org.uk/children-young-people-and-families/information-parents-children-with-vi</p> <p>https://www.myfamilyyourneeds.co.uk/support-parent/supporting-your-visually-impaired-child/</p>	<p><i>Website and Local Offer to signpost links and support and reviewed annually;</i></p> <p><i>SEND support to refer to these</i></p>	<p><i>Communication of objective to inclusion staff</i></p> <p><i>Links to materials to be posted on policy and in local offer page</i></p>	<p><i>Robin Warren Anna Lucey(SEND Federation Lead) Jennifer Hippolyte</i></p>	<p><i>From January 2023</i></p>	<p><i>School able to signpost to range of support</i></p>

<https://www.moorfields.nhs.uk/sites/default/files/Information%20for%20children%20and%20young%20people%20with%20sight%20loss%20and%20their%20families.pdf>

<https://www.look-uk.org>

- **hearing impairment**

<https://www.ndcs.org.uk/information-and-support/>

<https://engage-education.com/blog/how-to-support-a-child-with-a-hearing-impairment-in-school/>

[https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Documents/NCC%20Sensory%20Impairment%20Service%20-%20Support%20for%20Deaf%20Children%20in%20Education%20Settings%20\(PDF%20110KB\).pdf](https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Documents/NCC%20Sensory%20Impairment%20Service%20-%20Support%20for%20Deaf%20Children%20in%20Education%20Settings%20(PDF%20110KB).pdf)

- **dyslexia**

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

<https://www.nhs.uk/conditions/dyslexia/living-with/>

<https://childmind.org/article/understanding-dyslexia/>

- **allergies**

<https://www.myallergykitchen.com/allergy-support-groups-for-parents-uk/>

<https://www.allergyuk.org>

<https://theallergymumsclub.com/free-allergy-support-resources-parents/>

- **physical difficulties**

	https://www.shinecharity.org.uk/for-professionals/faqs-about-physical-disability-and-educational-settings https://childcare.extension.org/specific-ideas-for-child-care-providers-to-help-children-with-physical-disabilities/					
Promote throughout our work, disability awareness and about 'hidden disabilities'	Children understand that disabilities are not obvious and can be hidden. They ended exposing to these to empathise and understand	Annual disability awareness focus e.g. as a themed week or ongoing project work led by the SENDCOs	Discussions with inclusion teams and planning for the federation calendar	Jennifer Hippolyte Nasima Ephraim	From January 2023	Children will understand and empathise with what a disability is in its many forms.
Offer specialist places or children with additional and complex needs	<p>In conjunction with the Blossom Federation, We have a number of projects under way:</p> <p>Rainbow at Daubeney - specialist EYFS provision for children with complex needs</p> <p>Mini ARP's in each phase - with spare classrooms and additional staff, we are going to investigate a nurture/specialist approach to meeting these children's needs alongside the mainstream classrooms</p>	Rainbow and KS1 provision to be in place annually	SENDCO to lead on provision and study impact Ongoing liaison with Hackney Education about this being a roll-out model	SENDCO	From Sept 2022	The school will adapt provision to implement the engagement model alongside the mainstream curriculum
	<p>The Nest Nurture Group at Daubeney - KS1 provision for children with barriers to learning.</p> <p>This is already in place but we are expanding and relocating.</p>	This will offer space to x10 Daubeney children and x2 for across the provision; and potentially a business offer in future	Federation Pastoral Leader to monitor impact	Jenni Bird	September 2023	The Nurture model will be successful for reducing barriers to learning and raising attainment

	<p><i>Sebright Additional Resourced Provision (ARP) for children with Language and Communication</i></p> <p><i>This is a specialist setting within Sebright for up to 20 children. T</i></p>	<p><i>The design will be a central resource - 2 classrooms and group rooms and outside area plus access to specialist professional input and mainstream teaching</i></p>	<p><i>Feasibility study to concluded</i></p>	<p><i>Robin Warren</i> <i>Terry Corpe</i> <i>Hackney Education</i></p>	<p><i>April 2022 onwards</i></p>	<p><i>From September 2023, the school will have an ARP</i></p>
<p><i>Increase access to the curriculum for children with a disability</i></p>	<p><i>Our schools offer a differentiated curriculum for all children.</i></p> <p><i>We use resources tailored to the needs of children who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all children, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for children with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all children.</i></p> <p><i>New Assessment procedure in place for teachers to identify the most vulnerable groups</i></p>	<p><i>Curriculum resources to include examples of people with disabilities; books, resources, media</i></p>	<p><i>Lead teachers to ensure that examples of people with disabilities are included in any new resources purchased where possible.</i></p>	<p><i>Curriculum Leads above</i></p>	<p><i>Ongoing</i></p>	<p><i>Children show awareness of disabilities and how people with disabilities are still able to take an active role in school activities.</i></p>
<p><i>Improve and maintain access to the physical environment</i></p>	<p><i>Colvestone Primary School is a listed building and so cannot be adapted for wheelchair access above the ground floor. The ground floor is fully accessible. It has parking facilities for staff and at times visitors.</i></p>	<p><i>Classrooms are moved annually to match children's needs</i></p>	<p><i>This to be factored into our admissions guidance</i></p>	<p><i>Robin Warren</i></p>	<p><i>From January 2023</i></p>	<p><i>All children regardless of needs would be able to access learning at Colvestone</i></p>

<p><i>Improve the delivery of information to children with a disability</i></p>	<p><i>Our schools can use a range of communication methods to ensure information is accessible, as necessary. This includes:</i></p> <ul style="list-style-type: none"> ● <i>Internal signage</i> ● <i>Large print resources</i> ● <i>Braille</i> ● <i>Induction loops</i> ● <i>Pictorial or symbolic representations</i> ● <i>i-pads linked to IWBs for VI students</i> 	<p><i>All classrooms display visual timetables and Makaton signs and Makaton signing is used across the school.</i></p>	<p><i>Visual timetables to be available for each class</i></p> <p><i>Makaton signs continue to be introduced weekly to teach children and teachers the signs.</i></p>	<p><i>Anna Lucey</i></p> <p><i>Jennifer Hippolyte</i></p>	<p><i>Ongoing</i></p>	<p><i>Visual timetables and Makaton is seen as a part of learning and so children feel included in their class learning.</i></p>
<p><i>Support further IT development with skills and access</i></p>	<p><i>The IT Team have launched their own IT Channel to support skills development</i></p> <p>https://web.microsoftstream.com/channel/8d05a5fe-db38-4719-921f-d71e8a26926f</p>	<p><i>To support the accessibility needs for staff in becoming up to date with new IT developments</i></p>	<p><i>Network team to roll out instructions as things develop</i></p>	<p><i>Mohamad Bakouse</i></p> <p><i>Tyler Williams</i></p> <p><i>Graham</i></p>	<p><i>From January 2023</i></p>	

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of Governors and Executive Head Teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy including risk assessments
- Equality information and objectives policy
- Special educational needs (SEN) information report
- Medical Needs policy

