



CENTRAL PARK
PRIMARY SCHOOL
EAST HAM

Learning Now for Future Success

ACCESSIBILITY POLICY AND PLAN

DRAFTED BY: Darren Williams (Dec 2015)
Sarah Hodges (Dec 2018)

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DATE LAST REVISED: December 2018

CENTRAL PARK PRIMARY SCHOOL

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Central Park Primary School has the highest ambitions for its complex needs pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Central Park Primary makes all children feel welcome irrespective of race, colour, creed or impairment.

1B: Information from pupil data and school audit

- The school has a small number of complex needs pupils and pupils with additional needs. Historically, the school has a good reputation for inclusive practice. The range of current disabilities includes: speech, language and communication, hearing impairment, visual impairment, ADHD, ASD, moderate learning difficulties and dyslexia, visual impairment.
- The school has reasonably good physical access, with wide corridors and doorways. When planning for building work access for pupils with disabilities is always a consideration. In the recent additional build, more accessible toilet facilities were installed as well as a changing area and lift to the top floor. Curriculum access is considered at planning stages by teachers and is often included in pupil profiles.
- Attendance among complex needs pupils is generally in line with the rest of the school's population although persistent absence is higher. There have been no exclusions for children with disabilities.
- Complex needs pupils participate in all aspects of school life: taking part in school productions, after school clubs, team sports, visits and residential. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- The physical features of the school are a strength – all parts of the school are now accessible to complex needs pupils.
- We have a clear policy on the administration of medicines, with staff trained to administer epipens.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils. Other school practices, like Assessment for Learning talking partners and the SEAL programme encourage mutual support and partnerships between children.
- Outcomes for complex needs pupils are good. Children make expected or better progress over time.

1C: Views of those consulted during the development of the plan

- Parents of children with complex needs are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of complex needs pupils. During the school year parents are invited into school to observe their child in class and observe provision including provision outside of the school e.g Soft Play. Through parent

meetings, for example, we identify any change in need and adapt accordingly. Understandably, parents of complex needs children are more anxious of their children's understanding of activities and need reassurance that needs are being met.

- Children with a range of complex needs are consulted as to the school's provision and ideas for future improvements during review meetings. Those children's views that could be gathered showed they were happy with the provision.
- Children had not experienced any bullying as a result of their needs; on the contrary, they feel that other children are interested and supportive. They would be happy to talk to an adult, if the need arose.

2. The main priorities in the school's plan

2A: Increasing the extent to which complex needs pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect complex needs pupils to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve complex needs pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific complex needs issues.

2B: Improving the physical environment of the school to increase the extent to which complex needs pupils can take advantage of education and associated services:

- Ensure new areas are fully accessible.
- To continue to ensure EQUALITIES ACT regulations are adhered to for new build areas.

2C: Improving the teaching and learning of complex needs pupils and make more effective use of p-scales:

- Support summative assessment, enabling staff to make and record judgements about pupils' attainment.
- Identify and record individual pupils' lateral progress by helping staff to look at related skills at similar levels across subjects.
- Hold staff to account for progress by collecting evidence to illustrate every increment of progress.

3: Making it happen

3A: Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feed back consultation results to staff.
- The Access Plan will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who meets regularly with the SENCO.
- The plan will be evaluated yearly, informed by discussions with complex needs pupils, staff and parents and analysis of data on progress and attainment of complex needs pupils.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.

- The Accessibility Plan will be co-ordinated with the school's responsibilities towards complex needs staff under Part 2 of the EQUALITIES ACT and towards the general public under Part 3 of the EQUALITIES ACT and our duties under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching complex needs children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, feedback from external agencies, the sharing of good practice and the involvement of complex needs pupils in school life.
- The Governing Body will report to parents on the school's accessibility plan via the school website. This will be linked in to other reporting requirements on the arrangements for admission of complex needs pupils, the steps taken to prevent complex needs pupils from being treated less favourably than others and the facilities provided to assist access to the school.

3B: Getting hold of the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Through the school website: www.centralpark.newham.sch.uk

Policy Review:

This policy Plan was written: December 2015

Reviewed: December 2018

Next review: December 2021

Accessibility Plan (January 2019)

	Actions	By Whom	Start	Finish	
i. improvements in access to the curriculum	1. Ensure appropriate deployment of support staff particularly with budget restraints. 2. Ensure high quality teaching, through CPD for all to improve complex needs pupils' access 3. Development of the roles of the Inclusion Team to support children and their families. 4. Audit extra-curricular activities to ensure participation of complex needs pupils. 5. Supply specific equipment to support pupils	PT/RS/SH PT/RS/SH PT/RS/SH SH/VV SH		On-going	Programmes of support. Staff lists. Complex needs pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers. Complex needs pupils with full access to the curriculum. Analysis of clubs. All out of schools activities are planned to ensure the participation of the whole range of pupils.- Checking for accessibility, making resource adjustments where appropriate
ii. physical improvements to increase access to education and associated services	1. Ensure new build sections are fully accessible. 2. Ensure school is kept clutter-free. 3. Work closely with outside agencies e.g Sensory Service to implement recommendations	PT/MG/JC		On- going	Building and all rooms fully accessible. Ensure lift is well maintained so out times are limited.
iii. improvements in the assessment in a range of formats for complex needs pupils	1. Training and moderation for the use of the p-scales. 2. Run b-squared alongside p-scales to show incremental progress.	SC/MN		On-going	The teachers' knowledge of complex needs pupils. The complex needs pupils' portfolios. Data analysis shows groups narrowing the gap.