

# Cambo First School accessibility plan

*3-year period covered by the plan : 2015-2018*



## Introduction

The SEN and Disability Act 2001/10 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## Vision and Values

At Cambo First School we strive to provide our children with an excellent education through broad and balanced learning opportunities. We want all of our pupils to perform to their maximum potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes. We positively believe that a strong global relationship with others across the world is necessary to help our children grow and become effective citizens. We have therefore developed effective, real life links with schools and children in the Gambia. We provide a caring environment in which every child feels valued and respected. We listen to children and offer them our honest opinions. We respond to children as individuals. Each child is a special person with a preferred learning style and needs. We aim to match learning style to teaching style.

We believe that we can best achieve our aims by working in close partnership with families. We feel that the school is at the heart of the local community and we strive to maintain and develop as many links as possible with people around us. The two way flow of information, knowledge and expertise between

At the present time the challenge for us is to continue to improve levels of attainment and quality of provision for every child and to provide a school which works in partnership with, and is accountable to the community it serves. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, or background.

## Information from pupil data and school audit

Within Cambo we have a high number of children on our SEN register. Analysis of this register indicates that the reasoning falls into four categories

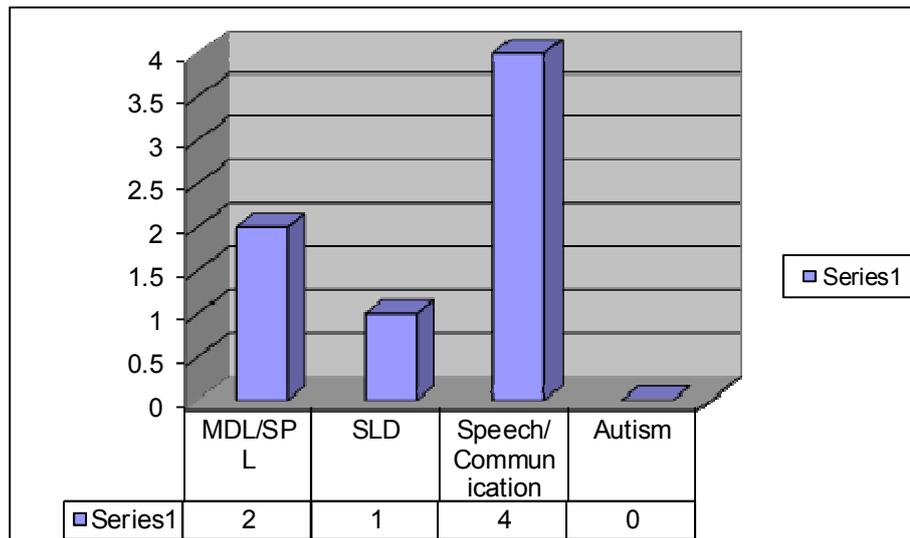
Behaviour

Speech

Moderate learning difficulties

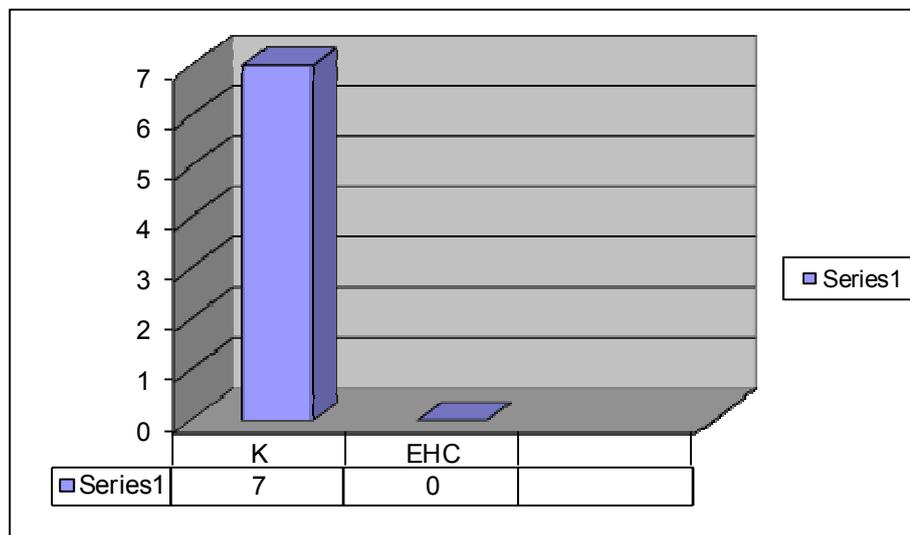
Autism

The percentages associated with this number is as follows



There are 7 children on the SEND register this is an overall 17% of the school population [41 children]. This is above the national average for Northumberland and the UK in general. PEPs are drawn up for these specific children, they are reviewed twice per year, or as and when necessary.

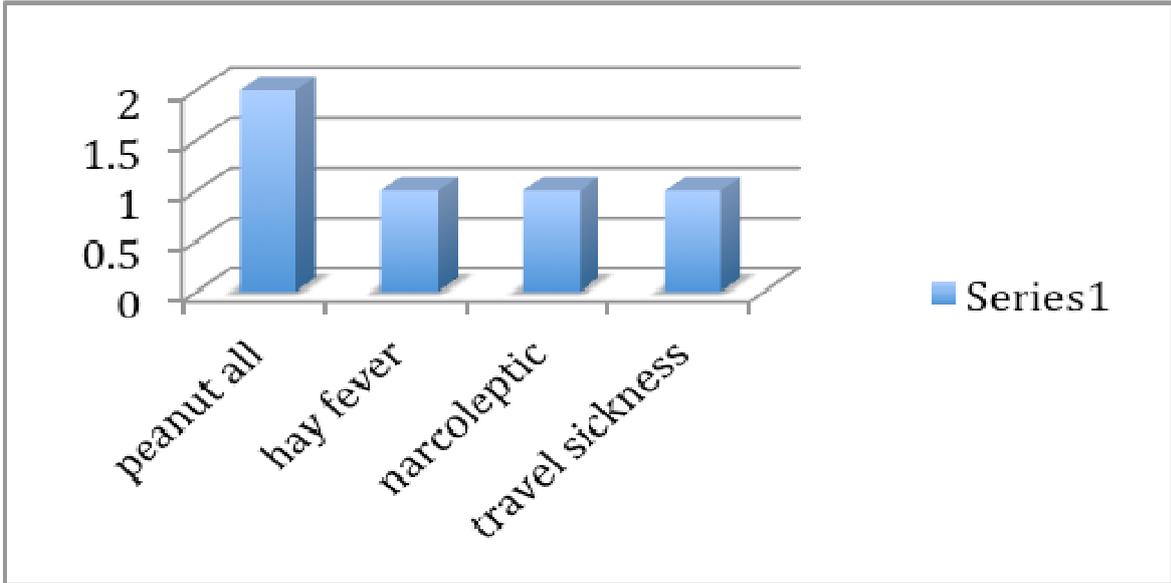
Within the SEND register we have identified 7 children these are all at K. We have 2.4% [1 child] with an EHA and Top up Funding Band 4. We have no children with a statement at present.



We employ two Teaching assistants at Cambo First School. This time equates to 42 hours. These staff have specific timetables linked to support for children in class and out of class who meet the DDA criteria. [These are attached]

At Cambo we also have five children who have medical conditions

- 1 Narcoleptic Epilepsy
- 2 possible peanut allergy
- 3. Hay Fever
- 4. Travel sickness



However none of these conditions impact on their access to education at present. This will be reviewed as and when necessary. Staff are all first aid trained including paediatrics.

### Pre-School/Feeder School Transition

We also have a pre-school. We have strong links with our pre-school staff and have a very successful transition. Children identified within the preschool as meeting the DDA criteria are highlighted and a plan is put in place for their successful integration into school.

Within the pre-school we have two children identified so far this is approximately 13% of the present preschool number on roll. [The preschool has 15 children] Both children have difficulties with social and communicative language.

progress is discussed with main school SENCO termly and in more detail during the Summer term prior to entry into Reception.

## **First School/Feeder Middle School Transition**

We have close ties with our feeder middle school, Morpeth Chantry Middle School. We ensure that children who are highlighted as meeting the DDA criteria have a plan linked to a successful transfer. A transfer meeting is held to discuss pupils, their progress, needs and social awareness. The transition co-ordinator [Mrs. Barron] meets regularly with the head of Year 5 to discuss individual pupils. All documents pertinent to each child are sent to the feeder middle school in plenty of time for staff to gain a better knowledge of the children in question.

Our children now tend to feed into a variety of middle schools e.g. Dr Thomlinson Middle, Ponteland Middle and Richard Coates Middle. The same procedures would be put in place for each child regardless of the school they attend.

## **Views of those consulted during the development of the plan**

Full consultation with the school community has taken place e.g. Staff, Governing Body, Parents/carers/children via an annual questionnaire linked to formation and updating of DDA policy, monthly newsletter and School Council.

Each year a letter is sent out to the whole community asking for ideas, priorities for school improvement. Suggestions are acted upon and used as a basis for the School Improvement Plan.

## **The main priorities in Cambo First school's plan**

- **To develop adult toilet facilities to meet needs of SEND pupils/adults visiting/accessing/using the school**
- **To develop teaching assistant proformas for support.**
- **To mark out bays for the school buses so that parking is close to the school gate**
- **To ensure that transition to middle school is effective and successful for all learners.**

## **Increasing the extent to which disabled pupils can participate in the school curriculum**

There are no limitations on our curriculum whether this is on or off site. We are an inclusive school which will always strive to ensure equal access to all areas of the curriculum. All school policies recognise, reinforce and celebrate this fact. Schemes of work in all areas are differentiated thus enabling all to achieve. Learning styles are addressed via teaching and learning methods thus allowing all to achieve.

We are constantly seeking out ways to help all learners develop their full potential e.g. emotional intelligence. [SIP- Assessment, creative development plan, literacy/numeracy updates]

Resources are used effectively to support all learners e.g. multi media, ICT, Interactive whiteboards etc. These resources and purchases of new resources will be reviewed as and when necessary.

Risk assessments are written with reference to children identified as having a disability when an activity on our off site is deemed dangerous or pertinent.

Teaching Assistant timetables reflect the need for small group or individual support for children deemed as having a disability. Support is given where necessary or pertinent. The plan is reassessed when and where necessary.

Staff are fully trained in first aid and administration of medication. Parents/Carers must complete a consent form for staff to administer medication. A record is kept of all medication that is administered. Staff where and when necessary will be trained to meet the needs of individuals regarding the administering of medication. Parents will also be asked to administer medication whilst staff are being trained. No member of staff will be asked to administer any form of medication without training.

OAA/Trips- Again we are an inclusive school and will strive to ensure that every child is able to take part in these experiences. So far we have had 100% attendance in all areas. Risk assessments are written in consultation with relevant families and are reviewed via EVOLVE system. Staffing ratios, site visits, etc are undertaken. Parents are invited to take part in the activities if they are DBS checked. Parents are encouraged to attain DBS upon entry to Cambo First School.

Extra curricular activities are open to all. The community and children themselves via Newsletter, School Improvement Plan, School Council etc. are party to the activities set each half term. We try to ensure that as much of the extra curricular costs are met by school, thus making the activities inclusive to all. Tutors and teachers are monitored via the head teacher, all activities are planned for, children with specific disabilities are highlighted to the tutor/teacher and planning must reflect and incorporate PEP targets.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

The physical environment of the school has been modified in the past to reflect the needs of children meeting the disability criteria e.g. a ramp, hand rail and

wider door with a viewing panel and entry system were fitted to the rear entrance of the school to enable a child in a wheel chair to have equal access to school. We now have the same facility at the front of the school.

The school car park was accessed via a wood with a hogging surface. This made access difficult for some parents and children. This was rectified in 2011 when the car park, paths were tarmaced. Lighting was also installed. Parents whose children have mobility or specific issues are allowed to park safely in the upper car park. However they must gain the permission of the Head teacher before doing so. Markings on the upper car park have been outlined for a disability space.

Signposting within school has been further developed all signs in school are very visual e.g. fire alarms, first aid etc. Signs are developed in words and pictures.

Classroom organisation is altered where an when necessary via the class teacher or teaching assistant e.g. children who have a hearing/speech difficulty need to be close to the teacher, or need to be in a sensitive grouping where they can voice their thoughts without fear of failure. In the past we have experienced difficulties with reference to visiting medical professionals we have simply not had the space to allow them to offer their services/therapies to our community effectively in school. In 2006 we funded an extension which allowed us to develop a new office and a group room. The group room can now be used for visiting specialists e.g. speech therapist, audiomatrician etc.

We are a small school therefore the subjects are shared between a very small staff. Subject leaders are aware of their responsibilities within each curricular area. Schemes of work, planning etc reflect this.

Resourcing is again used to address all learning styles and thus allows all to achieve at their own level. Staff act as good role models for all children.

Recreational facilities on site are accessible to all at present. The yard has markings on to encourage play. A variety of resources are available for play e.g. small balls, larger balls, short/longer skipping ropes, small, medium and large hoops, cones etc. We also have a variety of large vehicles chosen by the children themselves. These vehicles address age and physical development. All of these resources can and will be reassessed when and if necessary. Health and safety inspections are carried out each day via the head teacher who checks for broken items etc. Our caretaker Mr. G. Flatman completes a weekly check on the outdoor facilities and a termly inspection is carried out via the Health and safety governor Mr J. Ballantine. Problems reported are acted upon immediately. We also have an annual non fixed Play area assessment

carried out via SLA/NCC. All areas of concern are fed into the SIP and acted upon accordingly to ensure that all facilities are safe for the children.

Access to specialist advice and support is sought out when and where necessary via the LEA.

### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

At present all community information in school is given in a written, spoken format. Written format tends to be our monthly newsletter, parent letters, parent post in the yard. Spoken format tends to be in Community Assembly on a Friday, important events e.g. sports evening etc as all parents tend to attend,. Important notices etc are given at this time. Within School Council we discuss all important occurrences and share our thoughts with our peers. Within school we want to encourage a climate where all children can achieve. We are currently developing our curriculum in a creative way which addresses each individual, learning style and personal development and achievement. We also want to develop a variety of approaches linked to MANTLE. We firmly believe in identifying learning styles and ensuring that teaching and resources are linked to pupils.

All teaching staff ensure that work is differentiated to allow all to achieve.

- children with learning difficulties gain access to information via more simplified texts incorporating pictures and text. Teaching assistant support is also targeted according to need.
- Children with speech and language difficulties again are supported via picture/symbol systems. Teaching assistant support is also targeted according to need.
- Specific actions are associated with children that are on the autistic spectrum e.g. pictorial timetable, calm atmosphere, small steps in carrying out an activity. Use of Teaching assistant support is also targeted where and where necessary.
- Specific programs are put in place to support learning e.g. Read Write Inc, Every child a counter, Precision teaching etc.
- Support regarding speech therapy via teaching assistant linked to PEPs on a one to one basis.

### **Management, coordination and implementation**

The head teacher and the governing body of Cambo First School have shared in the creation of this accessibility plan. The head teacher, Mrs. P. Cummings has taken a leading role as coordinator and will report to the governing body at each termly meeting regarding progress and direction for future plans.

The plan will be reviewed in Spring 2014. The community will be informed of progress and responses will be sought for further progress via letter linked to SIP, school council meeting and suggestion box.

This plan is developed in line with other responsibilities :

- SEND legislation e.g. most disabled pupils will also have SEND and the effectiveness of our school's provision to meet SEND will therefore have an impact on the progress of disabled pupils.
- Other parts of the DDA [duties towards the general public, in part 3 to staff in part 2, the wider duties to disabled people under the DDA 2005.

### **Other Policies and Plans :**

- School Improvement Plan
- SEND Policy/Local offer
- Inclusion Policy
- Asset Management Plan
- Health and Safety Policy

### **Coordination with other services and agencies :**

- LEA accessibility Strategy
- Social Services
- Health Agencies
- Other schools in education directorate

### **Getting hold of the school's plan**

A copy of Cambo First School's DDA plan is available for perusal in the school office. A copy is also available in the Cambo policy folders situated in the foyer outside of the office. Parents have been made aware of the policies formulation and completion via the monthly newsletter.

Prospective parents etc, can contact the headteacher requesting a copy. A copy will be sent when a SAE is provided.

An auditory version of this plan will be available by request.  
A large readable format will be available by request.

Date for Review Spring 2018

Coordinator : Paula Cummings [Head teacher]