



## Colerne Church of England Primary School

### Accessibility Information

#### **Education for All**

Colerne Church of England Primary School provides a happy and caring community, where children feel emotionally secure and their individual needs are genuinely catered for. By providing both an environment and a range of experiences that are stimulating, we hope to excite that natural curiosity that is inside every child and harness it to guide them towards discovery and a love of learning.

#### **Our school environment**

At Colerne Church of England Primary School the accessibility of our building is very important for pupils, parents and staff. Over the last few years we have worked hard to ensure that our school environment both inside and outside is welcoming, stimulating and accessible for all. We have created a welcoming entrance to our school which was designed by the School Council. We have ensured that the access to the main entrance to our school is clear, wide and level with the ground. This means that our school office and school are easily accessible for all.

Our school hall has one main entrance and a fire door which are both accessible for wheelchairs. This is important because our hall has many uses from Collective Worship to PE lessons. When the weather is very wet in the mornings, parents take their child to the school hall where they will meet their class teacher.

Our school building is mostly single storey, with all of our classrooms on the ground floor. We have an accessible toilet in the Key Stage 2 (KS2) area of the school. The two Key Stage 1 (KS1) classrooms at the front of our school have outside doors which are at ground level. Through the rest of the school we have three sets of two classrooms adjacent to each other; one out of each have ramp access from the playground into the classroom. This means a pupil needing wheelchair access, joining our school in any year group would be able to be placed in a classroom which they could access from the playground. Both the KS1 and KS2 playgrounds are accessible from the front of the school and there are ramps off the playgrounds to enable access to the school building. We have a KS1 work area, meeting room

and library on a first floor level. The stairs have suitable banisters for all ages to hold and this work area is used by our teaching assistants with small groups. If a child was not able to climb the stairs to access the KS1 work area and library, we would use the work area in our children's kitchen and bring a suitable selection of library books to put in the child's classroom. We would ensure that no child would be excluded from activities which would be held upstairs.

We are lucky to have several rooms and areas which we use to work with individuals and small groups of children. They are also used by visiting professionals for assessments and by the teaching assistants running intervention groups. These areas are all easily accessible.

### **Outside environment**

We have a disabled parking bay in the school car park. Our school has one main entrance for cars and pedestrians; for this reason we have to limit access times for cars. Our school gates are closed to cars from 8.15 am until 8.45 am in the mornings and from 3.00 pm until 3.45 pm in the afternoons (1.00 pm until 1.45 pm on a Friday). This is necessary to ensure the safety of our children and parents as they arrive and leave school.

All of the outside areas around our school building are on flat ground level. We have many different areas in our playground for the children to enjoy and explore. We have steadily built up a wide range of play equipment. We have equipment on a variety of levels including a bridge which is suitable for a wheelchair to go over. It is important to us that every child is able to explore our outside school environment.

### **Safety for All**

All our emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.

Photographs and information of children with specific medical needs or allergies are displayed in the staff room. Any key information relating to these children is passed on to all key members of staff. We have a number of children who require an EpiPen, inhaler or dietary requirements. These children have a plan in place and trained staff to support their medical condition on a daily basis. We will ensure that we keep medication safe and safely dispose of any needles.

### **Written information**

We ensure that written information is made accessible for all pupils. When planning the information we present to children we look at text size, font choice and the pupil's reading ability. The information which is presented to them will be adjusted accordingly. We currently have a couple of children who have slightly reduced hearing and/or sight. Class teachers will ensure that these children are able to access the learning within the classroom by carefully selecting where they sit and how information is presented to them. If a pupil had a significant reduction in sight or hearing our Special Educational Needs Coordinator (SENCO) would seek advice from their medical professionals and the Hearing and Visual Advisory Teachers through Wiltshire County Council.

### **Extra-curricular activities**

We feel it is important that school visits, including residential visits, are made accessible to all children irrespective of attainment or impairment. We will plan trips with accessibility in mind and arrange to meet with parents to discuss any necessary adjustments or support that a child may need off our school site.

We regularly have, on average, over 150 club places – open to all children. We feel it is important that all children have the opportunity to attend the club of their first choice regardless of ability or mobility.

### **Future accessibility plans**

Currently every single pupil in our school has full access to all areas of our school site – inside and out. They also all have full access to the curriculum. As a result, we have no immediate future plans to enhance accessibility other than maintaining the present provision and its effective use. We have allocated a small sum of money within the budget in preparation for the possible inclusion of a child who may have specific needs that we currently do not cater for, e.g. installation of a Soundfield System if we gained a child with hearing impairment. We constantly review our systems and provision in light of local and national requirements and recommendations.

This report has been written in conjunction with the Headteacher and SENCO. This report has been written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010. This report has been reviewed the school Governing Board.

## Review History

Policy Issue	Date Policy Reviewed	Revisions agreed	Date Revised Policy Agreed	Date of Next Review
1.0	January 2014	Agreed	January 2014	January 2015
2.0	December 2014	Policy updated and agreed	December 14	December 2015
3.0	December 2016	Policy updated and agreed	December 2016	December 2018
3.1	December 2018	No revisions	December 2018	December 2021
3.2	December 2019	No revisions	December 2019	December 2020
3.3	December 2020	No revisions	December 2020	December 2021
3.4	December 2021	No revisions	January 2021	December 2022
3.5	December 2022	Removal of Covid 19 restrictions	January 2023	December 2023
3.6	January 2024	No revisions	January 2024	December 2024
3.7	January 2025	No revisions	January 2025	January 2026
3.8	March 2026	No revisions	March 2026	March 2027

Signed .....Chair of Governors

Signed.....Headteacher

Date .....