



**CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON**

Accessibility Plan 2023-2026

Responsibility:	Governing Body/Head Teacher
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Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and provides some changes that schools need to be aware of.

Key points

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. For the most part, the effect of the new law is the same as it has been in the past – meaning that school s/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

Special provisions for Disability under the Equality Act 2010

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. It works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools can treat disabled pupils more favourably than non-disabled pupils, and in some cases, are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs, see the SEND policy for further details.

Equality of opportunities in all aspects of our provision and further information on how we endeavour to meet our responsibilities can be found in the school's Equality Policy.

Principles

COLPAI is committed to providing an accessible environment which values all children, parents/carers, staff and visitors regardless of their individual needs. COLPAI is founded on our shared values; Excellence, Respect, Aspiration, Creativity and Teamwork. Our overarching vision is to be a school which enables outstanding attainment and progress for all. We believe that children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

At COLPAI we believe in a just and open society, free of prejudice, and we expect our disabled pupils to participate and achieve in every aspect of school life. COLPAI will:

- Set suitable learning challenges;
- Respond to pupils' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils;
- Aim to identify and remove barriers to disabled pupils in every area of school life

Information from pupil data and school audit

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEND register and provision map.

Management, implementation and publication

The accessibility plan supports and is supported by other school policies:

- SEND policy
- COLPAI Primary School Accessibility Plan Sept 2020-23
- Equality & Diversity policy
- Health and Safety Policy

The Accessibility plan will be reviewed and revised annually by the SLT and the Governing Body. The review will use the school provision mapping system, children's individual access plans that are encompassed in EHCPs and data monitoring information. The Accessibility plan will be available to all children, staff, and parents to contribute to the review process at any time. The Accessibility plan will be published on the school website and can be available as a paper copy from the school office.

COLPAI's School Accessibility Plan (3-year plan September 2020 – 2023)

COLPAI will take a person-centred approach to support children with disabilities working with the child and parents/carers to facilitate their access to the curriculum and the wider school life. Where appropriate, COLPAI will work with any outside professionals incorporating their advice into daily planning, a Care plan or Personal Emergency Evacuation Plan. For our children with a high level of disability this may also take the form of a One Page Profile, see SEND policy.

At COLPAI our teachers understand the need for quality first teaching that accommodates a range of learning styles. They make use of symbols and/or visuals to support the learning for all children and use hands on / real life experience to enhance the children's understanding and mastery of skills. Our creative, integrated curriculum is accessible to all.

The main priorities in the school's plan

COLPAI has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning

Increase the extent to which disabled pupils can participate in the school curriculum

Improve the environment of the school to enable disabled pupils to take better advantage of the educational offer and associated services

Improving the availability of accessible information to people with disabilities

Accessibility Plan

Objective 1: Increase the extent to which SEND pupils can participate in the school curriculum				
Target	Strategy	Who	Success criteria	Evidence
Ensure lessons and activities are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods & styles: <ul style="list-style-type: none"> drama & kinaesthetic activities iPads, laptops & other ICT questioning techniques peer partner/group work visual timetables / instructions 	CLs/TAs	Children make good progress & meet or exceed their targets	Lesson observations Book scrutinies Planning Children's work Pupil progress data
Support to meet individual's needs through bespoke interventions	Use of strategies such as: <ul style="list-style-type: none"> Speech and language groups Nurture groups Intervention groups for core area R, W, M and phonics Enrichment 	CLs/TAs	Children make good progress & meet or exceed their targets	Observations & scrutinies Children's work Pupil progress data
Ensure equality of access to the curriculum, enrichment and the arts/ culture for all pupils, reigniting interest and motivation in learning, especially pupils with SEND	<ul style="list-style-type: none"> Science and photography project working with photographer and mixed media artist Ingrid Pollard and science consultant Ruth Shallcroft 	CO Lead CLs/ TAs	Children are involved in all aspects of the school. Achieving to their potential in lessons, creative activities & social situations	Observations & scrutinies Children's work Pupil progress data Full participation in wider activities / arts/ enrichment
Development of social and emotional learning for all children	<ul style="list-style-type: none"> Implement Trauma Informed Practice throughout the school Implement Philosophy for Children with a focus on diversity and equalities 	ER lead CLs/TAs NM lead CLs/ TAs	Children have successful social relationships & are emotionally competent in dealing with life's situations	Feedback from support and teaching staff (Pupil Attitudes to Self & School) survey results Parent surveys

Objective 2: Improve the environment of the school to enable SEND pupils to take better advantage of education and associated services				
Target	Strategy	Who	Success criteria	Evidence
Targeted provision at playtimes for children who benefit from greater structure, a more peaceful environment or sensory needs	Provide a range of self-access activities at playtimes e.g. <ul style="list-style-type: none"> • quiet zone • reading books or colouring • visual timetables • sensory toys 	CLs/TAs/ SENCO	Children are happy and engaged in purposeful activities during playtimes	Observations Pupil consultation Staff feedback
Monitor the new physical environment at COLPAI to identify areas that may require attention and development. Adapt the building to the needs of the children where possible.	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas. Engage children and parents in playground improvement project.	SLT All staff PTA	New temporary premises are safe and accessible & welcoming and engaging to the whole school community.	Health & Safety inspection reports; Records of improvement projects

Objective 3: Improving the availability of accessible information to people with disabilities				
Target	Strategy	Who	Success criteria	Evidence
As part of the redesigned website, improve the site for accessibility	<ul style="list-style-type: none"> • Implement semantic mark up • Text and images to have high contrast ratio • Alt/aria tags to aid screen readers • Conforms to WCAG 2.1 guidelines for AA accessibility 	NW/Trust	All stakeholders able to access information in a meaningful and appropriate fashion	Positive feedback from stakeholders Accessibility mark