

# Cleeve Prior C of E Primary School



## Accessibility Policy

**Updated:** September 2020

**Review:** September 2023

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. In the appendix is a set of action plans showing how the school will address the priorities identified in the plan.

## **The Accessibility Plan**

This plan outlines how Cleeve Prior C of E Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

### **Definition of Equality:**

Our definition of equality is in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

## **This Accessibility plan aims to:**

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

### **The school works towards these aims by:**

- Promoting high quality learning and attainment
- Providing high quality curriculum entitlement and a high-quality learning environment
- Promoting the Christian Values to enable the children to value themselves and each other
- Promoting an effective partnership with parents and the wider community.

### **Our Values:**

At Cleeve Prior we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Cleeve Prior school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Promoting the Cleeve Prior Christian values to enable the children to value themselves and each other; the Core Values are:

Hope, Love, Respect, Honesty, Forgiveness and Trust

## **Employees with disabilities**

Governing body responsibilities towards employees with disabilities:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## **Legislative Compliance** **The Disability Discrimination Act**

**1.** The Equality Act became law in October, 2010. It replaced previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995 (DDA) and ensures consistency in what employers and employees need to do to make their workplaces a fair environment and comply with the law. 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

**2.** 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

## Cleeve Prior Schools plan: Purpose and Direction

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- more able and talented children
- children who are vulnerable of under achievement or social exclusion

### Roles and responsibilities:

#### **Governing body:**

Overall responsibility for the school's accessibility plan lies with the Governing Body.

#### **Head teacher:**

- Ensure that all staff are aware of the disability discrimination duties as they apply to schools.
- To secure the commitment of all staff to removing barriers and increasing access.
- To draw on support from within and beyond the school.
- To target training for particular groups of pupils/staff/aspects of school life.
- To share good practice between staff and with other schools.

#### **All staff:**

- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a disadvantage.
- Will contribute to plans to increase access to education for disabled pupils.

Improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, teachers, teaching assistants, lunchtime staff, the Inclusion leader and SENCo, the premises staff, curriculum coordinators, administrative staff, and governors themselves.

#### **Supporting individual's needs:**

We currently have a whole range of children of all backgrounds, abilities and additional needs: These include:

- Asthma
- Eczema
- ADHD
- ASD
- Allergies
- Conditions specific to individual pupils

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school, ensuring reasonable adjustments can be made.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. Staff at Cleeve Prior regularly consult with parents about the provision for their children. All children's views are consulted regularly through class discussions and school council.

## Main priorities and actions for pupils

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

### **The action plan ensures that:**

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion leader and SENCo has an overview of the needs of disabled pupils.
- There are high expectations, we strive to reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with disabilities.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Note: this part of the plan is required by statute and must include proposals in each of these three strands:

- 1. Increasing the extent to which disabled pupils can participate in the school curriculum.**
- 2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**
- 3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

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

At Cleeve Prior School there are already significant strategies in place to address the needs of disabled children. These include:

- Improving disabled children's access to the curriculum as an element of ensuring high quality teaching and learning for all, which includes having high expectations for all children.
- Systematically monitoring all children's progress and setting targets for improvement.
- The SENCo working with the Inclusion Lead to have a key role in leading effective curriculum and professional development for all staff on inclusive classroom practice in general and on specific disability issues in particular.
- Teaching Assistants being employed to connect disabled pupils to the curriculum, support the development of independence and promote social interaction.
- Regularly consulting with a range of outside agencies to ensure quality of provision. These include among others: Speech and Language therapists, Occupational Therapy, Visual and Hearing impairment teams, Educational Psychologist and Specialist Teachers.
- Behaviour and anti-bullying policies which are key to promoting an inclusive environment in which everyone is valued for their particular and unique contribution.

Cleeve Prior school is not complacent and constantly reviews the strategies it uses, and seeks out good practice, to ensure the best possible progress of all children including those who are disabled and /or with SEND.

## **2.Priorities for increasing the extent to which disabled pupils can participate in the school curriculum through strategies to access both the learning and physical environment.**

- Making use of specialists who can identify alterations and amendments needed to the learning environment to allow full access to the curriculum
- Use of specialist resources to allow children to access learning
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Use of range of ICT hardware and software to allow children to record ideas
- Provision of quiet area for children with autistic spectrum disorder
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

To ensure the physical environment of the school is inclusive, governors are committed to reviewing the physical environment provision in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Cleeve Prior School, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of LA personnel to facilitate this.

All our classroom entrances are wide enough for wheelchair access and the designated points of entry at both bases to also allow wheelchair access. It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children. At Cleeve Prior School we take into account individual considerations and take advice from the range of agencies available to the school to do this.

## **3.Priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Use of ICT resources to improve access to learning i.e. adapting reading materials, magnifiers etc.

### **The Accessibility Action Plan**

In the appendices you will find our most recent audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the site team, governors, the Inclusion Leader, SENCo and by the Senior Leadership Team.

Evaluation of the progress of the plan will be made by the SENCo through an annual report to governing body.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Cleeve Prior C of E Primary School.

### **Accessing the plan:**

Schools are required to put their Accessibility Plan in writing, to resource them and implement them. At Cleeve Prior the Accessibility Plan will be part of the School Improvement Plan and will be published on the School Website. Schools are required to report annually on the progress of their Accessibility Plan. If you would like a written copy of the AP plan, please contact the front office who will provide one for you.

### **The plan will be resourced, implemented, reviewed and revised in consultation with:**

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## Cleeve Prior School Accessibility Plan: Sept 20-23

### Supporting School aims:

- Pupils enjoy their learning and progress to the best of their ability.
- Pupils learn key skills through high quality teaching and learning experiences.
- Pupils develop a range of broader skills and competencies relevant for 21st century life through a creative and engaging curriculum.
- Pupils receive challenge and support to achieve the best they can.
- Pupils embrace the school's "values" of hope, love, trust, forgiveness, respect and honesty.
- Pupils progress and achieve to the best of their ability, developing a passion for learning.
- Pupils contribute to and benefit from the school and local community.
- Pupils learn within a safe environment and develop a caring attitude towards others.

### Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members do not have the skills to support pupils with SEND	Induction for new staff INSET provided to staff members Programme of CPD. Training for teachers on adaptive teaching. Support from SENCo/Inclusion Lead Staff share good practice at beginning of staff meetings in connecting children with disabilities to curriculum	Headteacher, external advisors, SENCO, Inclusion Lead	Autumn Term and ongoing	Staff members have the skills to support pupils with SEND	Ongoing
<b>Medium term</b>	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO, EVC	Autumn Term and ongoing	Planning of school trips takes into account pupils with SEND	Summer Term

		Risk assessments completed and checked by EVC				
<b>Long term</b>	SEND learners cannot access curriculum	Provide equipment and other adjustments for pupils with SEND Making use of specialists to assess environment Advice from Access and Inclusion re strategies for individual children implemented Use of range of ICT hardware and software to allow children to record ideas	Headteacher, Computing manager, SENCO	Autumn Term and ongoing	Pupils with SEND can access lessons Children with disability accessing all areas of school provision All suitable resources in place to support children's learning Children identified who could benefit from ICT technologies Staff training needs in technologies identified	Termly

#### Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	To ensure the school's physical environment is accessible	Audit of physical environment Provision of quiet area/reflection area for children Handrails installed in Year 2 toilets.	Site Team Inclusion Lead	Autumn Term	School is aware of accessibility barriers to its physical environment and will make a plan to address them Area identified in school that can be used as quiet area for child Access to toilets is increased	Summer Term

<b>Medium term</b>	Ensure the learning environment for SEND pupils is accessible	Regular monitoring and evaluation carried out by SLT, Phase reviews and pupil progress meetings.	SLT/SENCo	Autumn Term and ongoing	Learning environment is accessible to pupils	Termly
<b>Long term</b>	Ensure children with physical disabilities can access school buildings	Construction work undertaken if necessary	Site Team/building contractors	Summer Term for following academic year	School buildings are fully accessible	Termly
	Building plans for new nursery to take account of access for all children.	<p>Nursery plans developed and Condition Improvement Fund (CIF) bid drawn up in collaboration with PR Associates. CIF application submitted. Decision as of May 2018 - CIF bid has not been accepted due to missing threshold by 1%.</p> <p>Appeal process led by David Coache (Head teacher) and PR Associates. Submitted May 18</p> <p>Nursery bid outcome as of 4/4/19 has been unsuccessful. Awaiting explanation of</p>	Architect/ county advisor	Ongoing	<p>Plan for development of new nursery to take account of DDA act.</p> <p>Building improvements meet requirements of act.</p>	

		<p>unsuccessful outcome decision.</p> <p>Sept 2020- continue with appeal process.</p>				
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Ensure all new parents to school have access to information about the school's duties in relation to disabilities	<p>New parents of reception children are informed about audit at induction in Summer term</p> <p>Liaise with pre-schools re their access arrangements for children which will then inform planning and arrangements in the Reception setting</p> <p>All children on SEN register are reviewed according to DDA definition of disability</p>	Inclusion Leader, EYFS Lead, SENCo And SLT	Summer term in preparation for the new term	<p>Inclusion Leader updates staff about duties under DDA act and about children in their class in Autumn term.</p> <p>School SENCo and teaching staff have up to date information with which to plan appropriate provision</p>	Summer Term
	To liaise with pre-school nursery/other preschool settings re their access arrangements for children which will then inform planning and	<p>Date for meetings set in Spring and summer to discuss children identified as disabled and access arrangements in place.</p> <p>Speak to parents of</p>	EYFS Lead Head of School SENCo Inclusion Lead	Summer term in preparation for the new term	Smooth transition into school for parents and children.	Autumn Term

	arrangements in the Reception setting	chn before normal induction if appropriate.				
	To ensure the vision and values statement is reviewed each year in particular in relation to the AP.	Reviewed and in place Sept 2020 AP Vision and values statement discussed when reviewing SDP	SLT School staff Curriculum committee	Sept. 2020 Ongoing	Statement reflects practice at Cleeve Prior C of E Primary School	Sept.2021 and ongoing
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCo/Inclusion Lead	Autumn Term	School is aware of local services for converting written information into alternative formats	Summer term
<b>Medium term</b>	To formally collect the views of all children about provision related to their disability	At IPM review/Parent Consultation Meetings All class teachers to record views of children about provision made for them and to ask what else would help them to access the curriculum. Agree format for those children who are disabled but not SEN	Class teacher Parents SENCo	Termly	Children making best possible progress due to appropriate provision.	Summer Term
<b>Long term</b>	Ensure School website is accessible to all parents	Audit of website School website populated with information/ School informs parents through weekly	Computing support Inclusion Lead SENCo Computing Lead SLT	Autumn term and ongoing	Website is fully accessible Information on School website is accessible to all parents.	Autumn Term and ongoing

		newsletters, texting service and social media.				
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