



# Disability Equality Scheme and Accessibility Plan

Updated: September 2024

Review: September 2027

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, 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.

This plan outlines how Cleeve Prior CE 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).

### **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.

### **School 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.

### **Our 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 our Christian Values to enable the children to value themselves and each other
- Promoting an effective partnership with parents and the wider community.

### **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.

### **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 the School Council.

## **Roles and responsibilities:**

### **Governing body:**

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

### **Head of School:**

- 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.

## **Our priorities**

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.

### **Our priorities**

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- Consulting with parents of children and young people with a disability to ensure all needs and areas of concern are picked up.

## **Our current good practice**

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.

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 plays 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 help 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.

### **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 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.

Both of our classroom entrances are wide enough for wheelchair access and the designated points of entry at both bases also allow for wheelchair access. 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.

**Our Action Plan**

Cleeve Prior CE Primary School Accessibility Plan – Improving the Curriculum	STRATEGY	OUTCOME	TIMEFRAME
To monitor and develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum Monitored by HoS and SEN Governor	Continuous
All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HoS	Continuous
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HoS	Continuous
To deploy Teaching Assistants effectively to support pupils’ participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HoS and SEN Governor	Continuous

The future planned action work will be overseen and co-ordinated by the governors, SENCo and Head of School. 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 CE 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.

As stated above, Cleeve Prior is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- SEN policy and information report
- Equal Opportunities policy
- Safeguarding policy
- Health and Safety policy
- Staff-related policies, e.g. risk assessments, Return to Work

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

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