

Claypole Church of England Primary School



School Accessibility Plan

Our Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

“If you believe, you will receive, whatever you ask for in prayer.” Matthew 21:22

Note from DfE:

Schools should already provide for the additional needs of disabled pupils who have Special Educational Needs. From September 2002 the Disability Discrimination Act outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils. The school is required to plan for

- *Increasing access to the physical environment*
- *Increasing access to the curriculum*
- *Improving delivery of written information to disabled pupils*

In preparing the Accessibility Plan, the school carried out an audit based on the LCC Schools Access Audit (Physical Environment) and the DfES document Accessible Schools: Summary Guidance.

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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan

This plan sets out the proposals 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 SEND pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the accessibility of written resources for SEND pupils including handouts, timetables, textbooks and information about school events. The information should take account of the pupil or parents difficulties and ensure a preferred format be made available within a reasonable timeframe.

In performing their duties governors and staff will have regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on his/hers abilities to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum, setting suitable learning challenges, responding to pupils` diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

School Action

a) Curriculum & related activities:

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment:

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information:

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Actions	Success Criteria	Milestones	Monitoring & Evaluation	Resources
EQUALITY & INCLUSION				
<p>To adhere to legislation. The accessibility plan to be reviewed and revised on an annual basis.</p>	<p>The accessibility plan is reviewed and revised by the school Inclusion Manager on an annual basis.</p> <p>The accessibility plan is placed on the agenda of the annual Safeguarding/SEN and Wellbeing sub-committee meeting to ensure governors are aware of the plan and the current position within school.</p> <p>School will be adhering to legislation.</p>	<p>September Annually.</p>	<p>Head Teacher and SENCO to meet annually to go through the revised accessibility plan and current report, prior to the FPP Committee</p>	<p>Management Time</p>

<p>To improve staff awareness of SEND issues.</p> <p>Review staff training needs dependent on the children in their class.</p> <p>Provide training for members of the school community as appropriate, including transition meetings with previous class teacher, observations of children whilst still in the previous class, support and training from Inclusion Manager.</p> <p>Support and training from the Additional Needs Team, Behaviour Outreach Team, Educational Psychology service or other outside agency where appropriate</p>	<p>Staff will be able to support the SEND children in their care to the best of their ability.</p> <p>Staff will be trained where necessary by experts in the area of SEND required.</p> <p>All staff will be aware of the issues and will know where to access support if needed.</p>	<p>Transition support - July annually.</p> <p>Training ongoing as required.</p>	<p>Inclusion Manager to report to Head Teacher and Governing Body.</p>	<p>Release time for staff to observe children in lessons, attend training sessions and consultations with experts.</p>
--	--	---	--	--

<p>To ensure children with medical conditions are able to attend school and access the curriculum where ever possible.</p> <p>Staff, where appropriate, to have training to support children with medical conditions. Any new teaching support staff to have intimate care/basic medical care as part of their job description.</p> <p>Medical care plans written alongside the SENCO and parent to ensure children are able to attend school safely.</p> <p>Care plans to be reviewed at least annually and shared with new class teachers, before the child starts with them.</p>	<p>Staff will be able to support children with medical conditions confidently and competently.</p> <p>More staff will be able to support these children with their daily needs, if necessary.</p> <p>Children with medical conditions will be able to attend school more regularly as their needs will be met in school. Parents will have confidence in the school, that procedures are being followed as per the medical care plan. Teachers will be fully aware of the medical conditions of any children in their class.</p>	<p>Training provided as required.</p> <p>As new staff are employed.</p> <p>Medical Care Plans to be reviewed each Summer term ready for September start.</p> <p>Medical Care Plans to be reviewed more frequently if the situation changes.</p>	<p>SENCO to review annually or earlier if a child's circumstances change.</p>	<p>Cost of training of necessary.</p>
--	--	---	---	---------------------------------------

New class teachers to meet/speak to parents and go through Care Plan by the first day in September at the latest.				
---	--	--	--	--

CURRICULUM

<p>To ensure children with SEND are treated consistently by all staff, allowing full access to the curriculum.</p> <p>All SEND children to have a one page profile.</p> <p>Children with Social, Emotional and Mental Health difficulties to also have a more detailed profile to support them in times of anxiety. Profiles to be reviewed at least annually as part of the transition to the next class.</p>	<p>All staff will be aware of any SEND difficulties that a child in their care may have.</p> <p>All staff will be aware of the things that work and the things that don't work for these children. The children and parents can feel confident that they are being supported and treated consistently, irrelevant of which adult they are with.</p>	<p>Through on going plan do Review cycles documented on provision maps and LSP's</p>	<p>SENCO to monitor completion of one page profiles.</p> <p>SENCO to monitor reviews and transitions.</p>	<p>CT and SENCO meetings</p>
---	---	--	---	------------------------------

<p>To ensure SEND children are given alternative opportunities to record their work if necessary.</p> <p>Staff to ensure technology is used where possible, to support the recording of work where children have SEND. This could be using the computer to word process, using voice recognition software, using Ipads and/or laptops to record written work (i.e. speech recognition), video or photograph evidence etc. Staff to use other resources to support writing, e.g. grips, sloping surfaces.</p>	<p>All children will be able to evidence their knowledge and understanding and therefore their learning, even if it is not in the conventional format.</p> <p>Children with poor fine motor skills will have resources to support their need and allow them to write to the best of their ability.</p>	<p>On-going</p> <p>On-going</p>	<p>SENCO and ICT team to monitor and review provision where necessary.</p> <p>Inclusion Manager, SENCO and class teacher to monitor impact of resources.</p>	<p>Training on specific technology and software.</p> <p>Purchase of resources.</p>
---	--	---------------------------------	--	--

<p>To ensure all correspondence is accessible to all children and adults.</p> <p>SEND children to have written materials provided in different formats if required. This could be enlarged, on coloured paper, electronically (to allow it to be read aloud) or any other format that is reasonable for the teacher to provide. This also includes homework, where it is known that the parent has SEND and will require this to support their SEND or non-SEND child.</p> <p>Teachers will offer alternative means of providing feedback, including parents' evening appointments, to parents with SEND or medical conditions</p>	<p>All children will be able to access work in school and at home.</p> <p>All parents will be able to access homework and be able to support their child's academic development.</p> <p>All parents will be kept up to date with how their child is performing in school.</p> <p>All parents will have the opportunity to communicate with the class teacher, regardless of any SEND.</p> <p>To be planned in consultation with parents and carers in order to meet individual needs.</p>	<p>On-going</p> <p>On-going</p> <p>Parents Evening in Autumn and Spring Term, Written reports in July. Updated LSP and discussions at termly review meetings.</p>	<p>SENCO to monitor on a termly basis that this is occurring for those children requiring it and report to the Inclusion manager.</p> <p>SENCO to monitor on a termly basis that this is occurring for those parents requiring it.</p> <p>Inclusion Manager as required</p>	<p>Training and management time.</p> <p>SENCO Class Teacher and SSA time.</p> <p>To be assessed as required.</p>
---	---	---	---	--

<p>which prevents them from coming into school to see the teacher. This could be via telephone, e-mail, or any other system that is reasonable for teacher to provide.</p>		<p>On-going.</p>		
--	--	------------------	--	--

--	--	--	--	--

PHYSICAL ENVIRONMENT				
<p>To ensure the school building and grounds are as accessible as possible for all children and adults.</p> <p>Ensure that all future building is wheel chair accessible.</p> <p>Visual markers placed on each corridor for children and adults with visual impairments.</p>	<p>School to be surveyed regularly to ensure that corridors remain clutter free and a neutral colour scheme is in place throughout school.</p> <p>All new building and renovations will be planned to enable accessibility (hall-side)</p> <p>Children and adults with visual impairments will be able to manoeuvre their way around school with ease.</p>	<p>On-going.</p> <p>On-going throughout any new building projects.</p> <p>On-going.</p>	<p>Inclusion Manager, Site Manager and Business Manager to conduct regular surveys and consult with experts.</p> <p>Headteacher and Inclusion Manager to ensure this is prioritised in future work.</p> <p>SENCO to source and cost visual markers.</p>	<p>Management and planning time.</p> <p>To be assessed as required.</p> <p>Resources and instalment.</p>

Date Plan Updated: September 2024

Presented to Governing Body: 4th November 2024

Review date: September 2027