

Curdridge Primary School

Accessibility Plan Period covered by plan: 2024-2027

Introduction

The SEN and Disability Act 2014 (updated January 2015) explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs and 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.

This Scheme 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.

The school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1A: Vision and Values

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Data and analysis of need

The Disability Discrimination Act defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means *'has lasted or is likely to last more than 12 months.'*

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Curdridge Primary School shows a broad spread of ability, but is average overall. Two pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that approximately 14% of our pupils would meet the above disability definition and at present no staff. We have several parents, siblings and grand-parents who would also meet these criteria.

Staff at the school undertake the following training:

- Teachers, office staff, LSAs, Lunchtime Supervisors - First Aid training – (3 yearly)
- Update of epipen training – annual as required
- Emotional Literacy Support Assistant (ELSA) meetings and training – termly basis
- Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) training – 2 yearly
- Child Protection training for all staff – annual

The attendance of all pupils and those with disabilities is monitored on a regular basis and where necessary contact is made with parents and discussions are begun with the Education Welfare Officer. No pupil with a disability has been excluded from the school.

Whilst recognising that the school site is not an easy site due to the steep rise in levels both inside and outside the building, it still provides the following:

- 4 classrooms, shared area, library and group room extension.
- Easier access for wheelchair users in the infant department.
- Allocation of a place for a lift to give easier access from the junior to infant department.
- All decoration that conforms to guidelines in distinguishing doors and door frames etc.
- Carpeting that determines the slope area in the corridor but it now makes the entrance hall safer and easier to walk on.
- Replacement of an internal window with safety glass at the bottom of an internal slope.
- Improved security to the front and side entrance.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included. Risk assessments are completed for all pupils with a disability whether medical, physical, learning or behavioural.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken.

The following policies have been reviewed by the Staff and Governing Body, to consider their impact on pupils, staff and parents with disabilities.

- Behaviour Code and the school rules – the school will monitor any amendments in light of children with disabilities
- Anti-bullying
- Supporting children with medical needs in school

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- Discussion with staff
- Consultation with outside agencies (as appropriate)
- Consultation with Governors

2. Starting points

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school will:

- evaluate the effectiveness of interventions and relative effectiveness;
- carry out learning walks and work scrutiny to look specifically at the provision for target groups of pupils (including those with disabilities) monitor the appropriateness of pupil groupings;
- monitor the deployment of Learning Support Assistants (LSAs)

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

2C: Improving the information asked for and given to individuals with disabilities

See Combined Action Plan and Accessibility Plan (Appendix 1).

Admissions' Form filled in by parents/carers of new pupils has been amended to ask about access needs. Parents of new pupils will be made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). At present all newsletters are available on the school web-site.

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed by the Governing Body during the Spring Term to inform budget planning for the new financial year. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Improvement Plan;
- Asset Management Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- On the school' website
- A hard copy can be requested from the School Office

Appendix 1: Disability Equality Scheme Action Plan & Access Plan

Curdridge Primary School

Date: 2024-2027

The Headteacher, staff and Governing Body are committed to ensuring that the school and its policies meet the needs of individuals and visitors to the school as set out in The SEN and Disability Act 2014 (updated January 2015) and in meeting its obligations will ensure the following:

- Access to the curriculum
- Access to the wider curriculum
- Ensuring policies consider the implications of disability access
- Ensuring that the site meets the needs of the pupils, staff, parents and visitors
- Making documents available in different formats as appropriate
- Promoting equality of opportunity for staff

In doing this, the Governing Body will review that these needs are addressed.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT equipment is appropriate for pupils or staff with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including whiteboards) using specialist expertise. ▪ Prioritise new software to purchase 	Allocate funds annually	£500	ICT leader & SENDCo	Senior Leadership Team (SLT)
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Ensure all classrooms and resources are organised in accordance with pupil need ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and 	Ongoing	Staff training	All staff	SLT

	<p>anticipatory duties</p> <ul style="list-style-type: none"> Review provision for pupils with disabilities 				
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> Audit participation in extra-curricular activities and identify any barriers Ensure school activities are accessible to all students Investigate flexibility to cover extra-curricular activities if needed 	Regular annual checks to include Pupil Premium pupils	School and Governors to identify contingency budget for cover for extra-curricular activities if needed.	HT and Governors	SLT/ Governors
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> Consider the impact of Behaviour Policy and Behaviour Principles, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities Review school's Information Report to ensure needs of children are clearly communicated to parents and prospective parents 	Annual review	SLT and SENDCo time to review policies.	SLT and SENDCo	SLT/ Governors
<p>Premises</p> <p>Ensure that site access continues to meet diverse needs of pupils, staff, parents and visitors.</p>	<ul style="list-style-type: none"> Regular H&S checks and updates Instillation of extra resources to support pupils, staff and visitors with disabilities Liaise with outside agencies to ensure that any extra equipment/resources are acquired and fitted in time to support individuals with disabilities 	<p>September 2021</p> <p>Ongoing</p>	Seek grants and support where possible	HT/ Site Manager/H&S gov	SLT/ Governors

<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Monitor request of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents ▪ Website to have translation facility 	<p>Parentmail/ paper copies available</p>	<p>As required</p>	<p>HT</p>	<p>SLT</p>
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development ▪ Encourage disclosure of disability 	<p>Ongoing</p>	<p>Ongoing</p>	<p>HT</p>	<p>SLT/ Resources Committee</p>