

Accessibility Policy and Action Plan

Reviewed: April 2024

Review Date: April 2027



Together
Learning Partnership
Working together, putting children first.

Vision and Values

As a Rights Respecting School, the principles of the UNCRC underpin all of our policies and this policy, along with our Accessibility Action Plan, set out to promote equality of opportunity for disabled pupils under the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been repeated in the Equality Act 2010 (specifically Schedule 10, relating to Disability).

At Cleves Cross we believe that:

- All children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an accessible environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive steps with regard to disability and to developing a culture of inclusion, support, tolerance and awareness within the school.

Cleves Cross Primary and Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Our Accessibility Action Plan is resourced, implemented and reviewed annually. However, it will be updated every 3 years or when changes of legislation necessitate a change. Our Action Plan showing how the school will address the priorities is attached.

The Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school to enable disabled pupils to take advantage of education and school facilities and services
- improve the availability of accessible information to disabled pupils
- ensuring disabled children or families are not at substantial disadvantage

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.' The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

Purpose and direction

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adult users with a disability.

Information gathering

In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the Local Authority)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations

Audit of Existing Achievements and Provision:

Curriculum:

- Information obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation Stage
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information on SEND pupils shared with relevant staff and stored centrally online.
- Pupil progress meetings held with staff, and information shared and discussed with SENDCO and Head Teacher.
- Pupils and parents involved in target setting and reviews of Support Plans and Education Health Care Plans.
- Liaison with and support for staff and parents from external agencies (Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), Behaviour Support Services (BSS), Speech and Language Therapist, Education Welfare Officer (EWO), Physiotherapist, Occupational Therapy (OT), Hearing Impaired Service and Visually Impaired Service).
- Reception pupils movement programmes supported by occupational therapist
- SEND Friendly Classrooms
- Individual timetables and a supportive, adapted curriculum for children with severe learning needs
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources, iPads for specific children including SEND APPS
- Specialist arrangements for assessments i.e. KS1 and KS2 SATS (extra time applied for, use of amanuensis, large print papers)
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Learning Support Assistants (LSAs) and Teaching Assistants deployed to implement specific English, Maths and Speech & Language programmes
- Risk assessments are carried out for all school trips
- Individual risk assessments and health care plans are put in place for pupils with a high level of need and are regularly reviewed and updated

Physical Environment:

- The playground is accessible for wheelchairs
- Small group areas for quiet times, small group or 1:1 work

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities/provision, including access to information:

- 'Can-do' ethos and positive approach
- Open door policy
- Health care plans
- Breakfast club and Scamps wrap around care
- TAs are Epipen and diabetes trained/updated annually
- Teaching staff experienced and trained to support children with ASC/D.
- Regular training updates for teachers and TAs to personalise learning for each child
- Staff training by SENDCO, includes training for trainee teachers and support staff Inclusion Support Adviser/One Point accessible for additional support
- Letters available at request in large print
- Audit of environments

Provision of information to pupils with a disability

This is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open-door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of children with an Education Health Care Plan and pupils identified as having a special educational need are invited to participate in transition meetings to discuss their child's particular needs prior to the pupil starting at school. These pupils are visited in the preschool setting and/or the home (where appropriate) by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the Accessibility Plan, this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies.

This plan should be read in conjunction with the following policies:

- SEND and Inclusion
- Equalities Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Respectful Relationships and Anti-bullying Policies
- School Brochure
- School Development Plan

Accessibility Action Plan

In line with the 2010 Equality Act – see Accessibility Policy

Strand 1: Access to the curriculum				
Action	Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and ensure appropriate adaptations are made.	Class teachers	July each year to prepare for new classes	SENDCo	Children with disabilities are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDCo	Annually	SENDCo/ HT	Children with disabilities are well supported.
Improve the effectiveness of assessment systems to ensure tracking and monitoring are able to demonstrate progress for children with disabilities.	SENDCo		SENDCo/ class teachers	Disabled learners learn effectively and make good progress in all curriculum areas.
When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Class teachers	Ongoing	SENDCo	Class teachers have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.
When planning educational visits and experiences ensure that the needs of children with disabilities are considered.	Class teachers	Ongoing	EVC	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities.	SENDCo	Ongoing	HT	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.
Liaise closely with external agencies to ensure a clear collaborative approach.	SENDCo/ class teachers	Ongoing	HT	Provision for children with disabilities is cohesive

Strand 2: Physical Environment				
Action	Individual Responsible	Timescale	Monitoring	Outcomes
Review the school environment to ensure the needs of specific children are met. Review EHCP plans from professionals to check what is needed.	SENDCo	Autumn term	SEND governor to review provision EHCP review process	All children with disabilities are able to access all aspects of learning and participate fully in school life.
Ensure recreational areas are appropriate for children with PD. Work in partnership with the children and their families.	SENDCo	Autumn term	SEND governor to review provision	Learners with a physical development access all areas and are happy to do so.
Ensure appropriate specialist furniture is available to support children with disabilities.	SENDCo	Annually	EHCP review process	Children with disabilities are well supported.

Strand 3: Access to written information/improving the delivery of information				
Action	Individual Responsible	Timescale	Monitoring	Outcomes
Ensure the school website holds all the information that parents require	HT/Admin	Ongoing	SEND governor to review provision	All stakeholders have up to date information.
Ensure information displayed around school meets the needs of disable children and families.	HT/Admin	Ongoing	Discussion with disabled learner about displayed information	Disabled learners can access information and make effective use of it.