

Accessibility Policy and Plan 2024



Long Clawson CofE Primary School

Agreed by the Governing Body on _____

Signed by Carole Brown, Chair of Governors _____

Next review: 02.12.2024

Accessibility Policy and Plan 2024

Introduction:

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by DfES in July 2002.

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, where possible, eliminate barriers for pupils, and prospective pupils, with a disability in order that all can access the curriculum and to fully participate in all aspects of daily life at Long Clawson Church of England Primary School. The school is built as a single level structure and has been extended over the years to accommodate the increase in pupil numbers: this currently includes a mobile classroom. There is access to all areas, having no staircases in the main building and a ramp leading to the mobile classroom. Therefore, no major building needs to be done to accommodate pupils with disability as defined by the DDA.

Principles:

Compliance with the DDA is consistent with Long Clawson Church of England Primary School's aims and Equal Opportunities Policy, and the operation of the SEN policy. Long Clawson Church of England 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.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

Long Clawson Church of England Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Long Clawson Church of England Primary 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. All our work is underpinned by our Christian ethos and values as a Church school. We also endorse the key principles in the National Curriculum 2014 framework, which underpin the development of an inclusive curriculum whereby

- every state-funded school must offer a curriculum which is balanced and broadly based and which:
 - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities:

Long Clawson Church of England Primary School will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS.

b) Physical environment:

Long Clawson Church of England Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information:

Long Clawson Church of England Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Action Plan

See attached Appendix.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan;
- SEN policy;
- Equal Opportunities Policy;
- Curriculum Policy.

APPENDIX A

STRAND A: GENERAL

TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
All policies to reflect equal opportunities and accessibility for all.	Review policies on a rolling programme liaising with staff and Governors where appropriate	Ongoing	Policies ratified by Full Governing Body at their meetings	Reviewed policies in place and appropriate procedures followed as stated in individual policies.

STRAND B: CURRICULUM

TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
Increase confidence of all staff in differentiating the curriculum	- Be aware of staff training needs on curriculum access (conduct staff audit) - Assign CPD to address staff needs	Ongoing	HT, SENCo, all Staff, Governors	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	- Be aware of staff training needs - Staff access appropriate CPD - Online learning modules if required	Ongoing	HT, SENCo, all Staff, Governors	Raised staff confidence in strategies for differentiation and increased pupil participation.
All school trips are fully accessible	Class Teachers complete preliminary checks on external venues and trip risk assessments include consideration of the accessibility of the trip	Ongoing	HT includes accessibility considerations in the review of each trip's risk assessment	All trip risk assessments include relevant information where appropriate
Staff to provide access to curriculum auxiliary aids and equipment	- All children can access the curriculum through adult support, the use of equipment supplied by outside agencies such as the audio and visual support teams and the assistive technology team and equipment purchased through school/LA funding. - OT and SALT support and resources for any pupils, where needed. - There are several laptops and iPads which can be used at any height.	Ongoing as new software and technical resources are developed	SENCO/HT/SEN Governor to feed back to Governors through reports	Appropriate software and resources in place & being used to support pupil progress across the curriculum
Children with an Educational Health Care Plan, or receiving 'School Support' can access the curriculum at the appropriate level	- Children with SEN have Individual Education Plans (IEP's) including support from Learning Support Assistants (LSA's) as appropriate. - Teachers adapt/differentiate the curriculum to ensure pupils can access it at their own level	Ongoing	SENCO/HT monitor IEPs and their implementation. SENCO/ HT reports keep Governors informed	Children with SEN make expected and appropriate progress in their learning
Children without a good understanding of English are supported in their learning, including with their social and emotional wellbeing.	Develop a personal plan of support, following school assessment, with advice from LA specialists and following the recommendations of Learning Support Team if appropriate	Ongoing	SENCO/HT/CT monitor progress and report to Governors	EAL children are quickly assimilated into full school life and their learning progresses well

	Utilise all methods available to communicate with children and their parents who have EAL e.g. use of technology to translate during verbal and written communication/setting of work for the child.			
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STRAND C: PREMISES

TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
Any building work to consider access arrangements for all	Liaise with the LA/outside provider to: - Design - Obtain quotations	ongoing	Governors, HT & LA ensuring building plans are in line with accessibility for all	Plans costed and Project Manager in place.
Improve the provision of access to the mobile by replacing the wooden stairs and ramp with a permanent metal structure.	Liaise with the LA/outside provider: - Support the LA's plan to replace the wooden ramp with a metal one. - Enable access for contractors as organised by the LA.	By Summer 2025	HT, Governors and Property Services.	Wooden stairs and ramp replaced with a fit for purpose metal access/egress.

STRAND D: COMMUNICATIONS

TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
In addition to the curriculum activities: If a child has specific disabilities, modifications are made to key H&S, discipline and learning facilities to ensure the child's safety and progress as an independent learner	Parents and specialist advisers are consulted about what are the specific changes required	Ongoing as required	Governors through visit and reports, HT through monitoring & assessment, LA as appropriate	Child, parents and specialist advisers content with new provisions and relevant progress being made across the curriculum