

Christ the Sower Ecumenical Primary School



Accessibility Plan 2022-2023

Christ the Sower Primary School Accessibility Plan

Introduction

This plan is drawn up in accordance with the duty of the Equality Act 2010 (updated in 2016) which replaced all previously existing legislation, streamlining that existing legislation and putting it into a single requirement. (The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education). The Accessibility Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA) and Disability Discrimination (NI) Order 2006 (DDO), and the SEN and Disability Act 2014 (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 Equality Act 2010 as "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." It continues "some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Key Objective

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

The Accessibility Plan will contain relevant actions to:

- Physical Environment
- Curriculum
- Aids and Equipment
- Written Information

The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities. Christ the Sower Primary School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school's life. Christ the Sower Primary School is committed to equal opportunities as determined by the National Inclusion Statement.

Principles

Compliance with the Equality Act 2010 and SENDA is consistent with the school's values statement and equal opportunities policy, and the implementation of the school's SEN policy.

The school recognises as its duty:

- 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 (and where possible more favourably in order that they may have equal access to the curriculum and wider school activities)
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility policy which is regularly reviewed
- to supply auxiliary aids and services where not provided through SEN statements of educational need or other services
- In performing their duties, governors and staff will have regard to the Equality Act (2010) Codes of Practice.

- The 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.
- 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 2014 framework, which underpin the development of a more inclusive curriculum 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

- Education & related activities - The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.
- Physical environment - The school will take account of the needs of pupils, staff 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.
- Provision of information - The school will endeavour to make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- The school will monitor and analyse available data to ensure disabled pupils are making expected or better progress and to help identify means of supporting their needs in future.
- 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. Where appropriate, and within the resources available, the school will improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Christ the Sower Primary School provides additional provision to enable pupils with learning difficulties to access the curriculum through the SEN framework. The school ensures that pupils with disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Related documents

The school's accessibility action plan will also contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEN Policy
- Curriculum policies
- Health and Safety Policy

Reviewed December 2022

Appendices

Action Plan 2022-23

Objective	Action	Time scale	How	Impact
Ensure on going compliance with the DDA and SEND code of Practice.	Staff and governors receive regular updates and informed immediately of any changes.	On going and as required but at least termly.	Staff meetings and GB meetings	School fully compliant with the DDA and Code of Practice
All pupils have appropriate applications for exam access arrangements	Applications made by deadlines and based on clear evidence bases.	As identified by exam boards.	Through relevant channels.	SEND pupils are able to access exams fairly and without discrimination due to disabilities.
Pupils with hearing impairments are seated appropriately in classrooms	Check seating arrangements for hearing impaired pupils.	On going	Work with hearing impaired team	All pupils with a hearing impairment are able to access the full curriculum.
Pupils with dyslexia are identified correctly and interventions are in place to support their learning so ensuring they are never disadvantaged.	SENDco continued monitoring of the training on dyslexia. Dyslexia interventions run in school to support those pupils with specific learning difficulties.	On going	Staff meetings Classroom monitoring	All pupils with dyslexia/specific learning difficulties are correctly identified and supported with interventions and reasonable adjustments to ensure equity of access to the curriculum.
Ensure staff who have long term absences have a successful phased return to work.	Staff are able to return to work successfully and in a proportionate manner.	Pertinent to individual need and in accordance with HR guidelines.	In discussion with facilities manager and Headteacher.	All long term absentees fully back to work and carrying out contracted duties successfully.
Ensure all pupils with disabilities have personal care needs met and in a sensitive manner.	Appropriate training for relevant staff, including back up staff in the event of absence.	Termly checks to make sure all staff confident.	Relevant health professionals to deliver training and check ins.	Pupils with disabilities and personal care needs are fully supported appropriately and sensitively.
Ensure parents with disabilities are treated equally and have fair and equal access to school events.	Make sure that entry points are accessible and that there is appropriate provision in school.	On going checks and as necessary for parents.	Work with parents and caretaker.	All parents are able to enter the school and are treated equally and are able to enjoy school events.