



But as for you, be strong and do not give up, for your work will be rewarded ~ 2 Chronicles 15:7

Accessibility Plan



**Whaplode
Church of England
Primary School**

Reviewed by:	Date:	Changes made:
Strategy & Oversight	18-12-2018	Updates made, new policy header

Schools serving their communities through excellence, exploration and encouragement within the love of God

I can do all things through him who strengthens me ~ Philippians 4:13

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 plan sets out the proposals of the Governing Body of Whaplode C of E Primary School to increase access to education for disabled pupils in the three areas required by the planning duties of 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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Management Responsibilities

The governing body is responsible for the school's duty not to discriminate. A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate. The head teacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception. All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities. Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them. Governors will review this Accessibility Plan on a three year rolling programme. However, any suggestions or comments that have been approved by the Governing Body will be included in the appropriate section as soon as possible.

Monitoring and Review

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils or individuals are underachieving. Evaluations of the data are then reported to the governing body, and an action plan is drawn up if necessary. The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA (Local Authority) and other external agencies, to ensure that the school's procedures are in line with those of the LA. The head teacher implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them. The head teacher reports to governors annually on matters regarding disability discrimination. We expect that parents will want to share our aims and will work closely with us. We value their cooperation and participation, and they will help us and their

child, by keeping in close contact with the school when things are going well, as well as when there are problems or difficulties.

Other Plans and Policies

The school holds various policies that have an impact on this Accessibility Plan. All these policies are available for anyone, at any time to read and review. Policies that may be of more interest are:

- Disability Equality Scheme
- Equalities
- Child Protection
- SEN
- Health and Safety Policies

The school carries out risk assessments on the school buildings annually and risk assessments are carried out on any child with a disability even if the disability is temporary, i.e. a broken limb.

Aims and Priorities for Development

The school aims to provide a happy and secure learning environment that is sensitive to each child's personal and academic needs. We encourage pride and satisfaction in achievement, confidence and independence in our approach. We place a high value on treating everyone, the environment and our community with respect and consideration. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of disability, ethnicity, religion, attainment, age, gender or background.

The school's intention is to provide a safe, secure learning environment for all children. To make all parents and carers feel welcome and encourage them to share in their child's learning experience throughout the school. To provide high quality, broad based learning in line with the National Curriculum, building upon previous knowledge and learning experiences.

The school also aims to ensure that children are:

- Healthy
- Stay Safe
- Enjoy and achieve well
- Make positive contributions
- Prepare themselves for the future

The staff and governors are fully committed to the Every Child Matters agenda, especially in relation to DDA.

Aims for our Inclusive School

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities. We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides. We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage. We will do our best to anticipate the needs of a pupil or

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staff member with disabilities before he or she joins the school. Accessibility will be an item on staff meeting agendas and governors meetings when necessary and/or appropriate. Staff will be surveyed as to their training needs. This will cover current needs as well as anticipated needs and staff development sessions will be held in school as and when required. All staff are to be aware of the DDA Act, with the Health and Safety representative up to date on legislation in order to advise in any given situation. Disabled pupils have attended our school and we have always ensured every opportunity is given to those children. We will ensure there is no financial restrictions and have always put the safety of the child first.

Removing the Barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class. The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school. The school will increase the extent to which disabled pupils can participate in the school curriculum, using teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. We use language that does not offend, and we make staff and pupils aware of the importance of this language.

Improving Curriculum Access

The school regularly reviews the way resources are matched to the needs of all the children. If necessary to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Personal Support Plans are effective and manageable.

We set out to identify the particular needs of individual students or groups of students and our curriculum is designed to meet the learning needs of all the students at Whaplode C of E Primary School. The school's role is to promote access to it and development through it. An accessible curriculum will have elements in it that attract all children, because they are recognised by all. Children do more than receive knowledge; they contribute themselves to the process of education by bringing to it their own cultural experiences, values and perspectives. Schools must utilise such contributions in the learning process. We seek and respond to guidance from the parents and the children. We aim to continue to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. Our library, reading books and other resources contain positive images of people with disabilities.

Accessibility of the written word

All written information provided by the school must be accessible to all pupils, parents and carers in a format that they can read and understand.

The information should take into account pupils, parents and carers disabilities and individual needs. Preferred formats – translated into their preferred home language, large print etc... should be made available when needed and required. Information can also be delivered orally when necessary.

The information might include hand outs, timetables, newsletters and school events.

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Information provided within the classroom for pupils during lessons will also be adapted and made accessible to all children to ensure that they receive delivery of all information that they require to progress and achieve.

Physical Environment

We have endeavoured to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we have improved the following:

- Improved access to the school with ramps, handrails and widened doors
- A designated toilet for disabled pupils and/or adults
- Information and communication technology, by selecting appropriate hardware and software
- Using clear print signage and notices