



"Love God Love Learning Love Life"

Accessibility Policy and Plan

Introduction

This plan identifies how the school meets the needs of disabled pupils in response to Special Educational Needs and Disabilities Code of Practice 2014 0-25 years

Corvedale CE School is fully inclusive; irrespective of gender, background, race or religion, pupils have access to a diverse, rich varied and challenging curriculum and to a wide range of other activities, teachers and other adults according to their individual needs.

This policy and plan sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act (2010);

1. Increasing the extent to which pupils who are disabled can participate in the school curriculum.
2. Improving the environment of the school so pupils who are disabled can take great advantage of education and associated services.
3. Improving the delivery of the curriculum to pupils who are disabled.

Definition of SEND

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*
- *(SEND Code Of Practice 2014)*

The Accessibility Plan should be read in conjunction with

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality and Diversity policy.
4. The Behaviour policy.
5. The Special Educational Need policy.
6. The SEND information Report

Legislation

Corvedale CE School has an obligation under the Equality Act of 2010.

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

- 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 draw up plans to show over time, we will increase access to education for pupils who are disabled.

Definition

The DDA 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."

In the DDA definition

- 'physical impairment' includes sensory impairment.
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness.

Key Objective

To reduce and eliminate barriers by setting suitable learning challenges and responding to pupils' diverse needs. To enable access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the schools SEN policy. The school recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admission 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 disadvantage.
 - To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of practice part III (DRC: 2004)
 - 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 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 which underpin the development of a more inclusive curriculum and the Revised Special Educational Needs and Disability code of practise (SEND:2014).

Activity

The action below identifies key activities that will take place to ensure that the school becomes increasingly accessible for all pupils with disabilities.

This section outlines the main activities which the school undertakes and is planning to undertake to achieve the key objective.

Educational and Related Activities

- The school will continue to seek and follow the advice of the LEA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the local NHS trusts.

Physical Environment

- The school will take into account 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.

Provision of Information

- The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Reasonable Adjustments

In determining what is reasonable the school will have regard to:

- Financial resources available
- Cost of alteration to the premises, staffing arrangements or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education Health Care Plan (ECHP: SEND Code of Practise 2014) or by provision paid for outside the school's resources.
- In the interests of other pupils.
- The need to maintain academic, musical, sporting or other standards.

Current Position
<ul style="list-style-type: none"> • The main reception area provides easy access for wheelchair users. • The school building is fully accessible for pupils with physical difficulties. • The outside play areas are flat and accessible to wheelchair users. • There is a toilet for disabled pupils/staff/visitors. • The school has a loop system fitted.

- Adjustments have been made to improve the acoustics in some classrooms.
- The school is equipped with a range of learning aids.
- Recent training has taken place in SEND. ASD and emotional coaching.
- School has a number of trained first aiders.

Objectives	Tasks	Resources
Ensure that staff are trained to support pupils with emotional needs	Staff are supported by SENCo	ELSA Starving the angry Gremlin
Ensure that staff have a clear understanding of the SEND code of practice 2014	Audit to be carried out by SENCo and further training if necessary.	Training
To ensure all staff are using restorative approaches.	Monitoring of behaviour, circle time, pastoral support and planning	
Ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes And as required in any other specific conditions. Update medical conditions policy annually and ensure annual parents return is gathered.	

Responsibility

In order that Corvedale CE Primary School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled, and the reasonable adjustments' needed for particular children.

Coordination and implementation is the responsibility of the Head Teacher, SENCO and all teachers.

Chair of Governors: Dave Hedgley

Date: July 21

Corvedale Primary School (July 2021)