



Cragside Church of England Primary School

Accessibility Plan 2015-2017

VISION AND VALUES

We are an inclusive school and believe that it is our moral imperative to ensure that every child is enabled to 'Shine Bright.' We strive to enable all to fulfil their personal goals. All children matter to us; we celebrate diversity, similarities and personal achievements. Those within the school community are actively encouraged to support and care for each other.

- We promote equality of opportunity between disabled persons and other 'groups'
- We actively promote positive attitudes to disabled people
- We encourage participation by disabled people in school life
- We take positive steps to remove barriers and meet need. 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.
- That those who have a disability are enabled to make good or better progress in order to achieve in line with all children nationally.
- Support an ethos of understanding and positive attitudes to disability. The views of governors, parents and pupils have been sought.

SCHOOLS MUST IMPLEMENT ACCESSIBILITY PLANS, WHICH ARE AIMED AT:

- increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided; and
- Improving the availability of accessible information to disabled pupils parents and carers.

As a school we also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them, pre-empting and accommodating changing needs of children.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas referred to above.

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation". Our Accessibility plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of the school's mission statement; 'to respect, fulfil and empower people through education' This plan sets out the proposals of the governing body to increase access to education for disabled pupils in three areas:

DUTIES AND DEFINITIONS

The Equality Act's fundamental definition of a disabled person is someone who has 'a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.'

1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification, or if we failed, without justification, to take reasonable steps to

avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty.

2. Planning duties require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans we adopt will show how, over time, access to local schools will be increased by increasing access to the curriculum for disabled pupils, making improvements to the physical environment of the school to increase access to education and associated services and making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

3. Special Educational Needs and/or Disabilities duties. The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEND duties provide support for children identified as having SEND.

MAKING REASONABLE ADJUSTMENTS FOR DISABLED PUPILS

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage
- are aimed at all disabled pupils
- are anticipatory
- enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, we will consider the potential impact on disabled pupils in terms of:

- time and effort
- inconvenience
- indignity or discomfort
- loss of opportunity
- diminished progress

We will also consider the impact on the majority of the children and reasonable adjustments will not be to the detriment of this majority.

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by
Increase access to the curriculum and educational experiences for pupils with a disability through improved curriculum provision	<ul style="list-style-type: none"> • Many children with disabilities access extra-curricular clubs • Appropriately trained staff on a range of disabilities and medical needs • Some specialist resources available to support children with sensory processing needs and visual and hearing impairments, as required • In some cohorts children with SEND or additional needs and or disadvantage do as well or better than other children 	<p>To close any attainment or progress gaps identified.</p> <p>All children make good or better progress and achieve in line with all pupils nationally.</p>	<p>IEPs to include specialist equipment, teaching strategies</p> <ul style="list-style-type: none"> • Resources evaluated and needs identified as new children join our school • Liaison with feeder nurseries to ensure provision is as good as it can be for children joining YR • Ongoing provision by SLT specialist in school 	<p>JPa</p> <p>KW</p> <p>MW</p>	<p>Ongoing – Rev'd half termly during Pupil Progress meetings</p> <p>May 2016</p>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • All doors have good access into school areas and cloakrooms • Ramps in outdoor areas to support access • All rooms on one single level • Paths to enable access to outside learning areas • Easy access to disabled toilet and OOSC 	<p>Ensure environment is ready for children with physical disabilities who may join us and for transition between phases</p>	<ul style="list-style-type: none"> • Highlight small step outside main door • Resource Physiotherapy and Occupational Therapy programmes as identified for individual children 	<p>JPa</p> <p>Caretaker and Grounds Maintenance</p>	<p>Ongoing</p>

<p>Improve the delivery of information</p>	<ul style="list-style-type: none"> •Website is compliant • Twitter is very popular •Policies available in different versions •IEP reviews and targets shared verbally and in written format to all parents/carers during parent review meetings •Resource packs provided for parents to support learning •Newsletter and website used to share information about SEND events within the local area •Good relationships with parents to ensure consistent approach to working with children 	<p>Website is informative and written information is available in alternative formats and languages.</p>	<p>Review website so that navigation is clearer and additional tabs support parents with SEND</p>	<p>JPa/Governors</p>	<p>Ongoing</p>
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