

Accessibility Policy



CAPENHURST C.E. (CONTROLLED) PRIMARY SCHOOL

Headteacher: Mrs Claire Green

Reviewed: September 2021

To be reviewed every three years unless legislative changes dictate otherwise)

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 the school to increase access to education for disabled pupils in the three areas required by the planning duties in 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.

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.'

The purpose and direction of the school's plan: vision and values

At Capenhurst CE Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Capenhurst CE Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an 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 our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

The following needs can be present in school at any one time:

- asthma
- eczema
- ADHD
- ASD
- Congenital adrenal hyperplasia
- allergies
- hyper-mobility
- hearing impairment
- Irlens

We collect information from the parents, Early Years settings and previous schools, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Recruitment, development and retention of disabled employees

Following Cheshire West and Chester recruitment procedures, at recruitment, staff are asked to disclose details of any disability on the confidential pre-employment form.

Screening is then undertaken and a fitness for work grading given. The school is aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff. For example, staff are able to take advantage of "phased return" arrangements.

Governors will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Accessibility Plan: September 2021 – September 2024

The proposed actions are detailed below. The age and original structure of the building adds complications to any future adjustments for pupils with more significant physical impairment.

| | Issue | Action | People/Resources | Timescale | Success Criteria | Monitoring Method: Who? How? |
|--|---|--|--|------------------|---|--|
| | Availability of written material in alternative formats | School makes itself aware of the services available through its LA for converting written information into alternative formats. | L.A. Head Teacher Admin Staff SENCo | On-going | If needed the school can provide information in alternative formats | Head Teacher Feedback from parents and staff. |
| | Maintain staff awareness of disabilities and impairment issues, both current pupils and any future pupils. | School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE/SRE lessons. • Assemblies and worship. • Celebrating difference | LA. Health Authority. Disability Rights Commission. All school staff. | On-going | Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff. | Head Teacher. SLT SENCo. Class Teachers. LSAs. Other non-teaching staff. |
| | Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities. | Thorough planning. Advance visits. EVOLVE Form and Risk assessments. | Visit leaders. Educational Visits Co-Ordinator. Head Teacher . | On-going | School trips & residential visits are accessible for all pupils. | Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils |

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|--|--|--|--|---------|---|---|
| | Ensure that after-school clubs are accessible for all pupils. | Ensure access is available for all pupils including those with physical or sensory disabilities. Seek adult support for individual pupils if necessary. Make physical adaptations as required. | Leaders of after-school clubs. | Ongoing | After-school clubs and care provision is accessible for all pupils. | Head Teacher Feedback from parents and pupils. |
| | Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability. | Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. | All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors. | Ongoing | Curriculum is fully accessible for all pupils. | Head Teacher SLT. SENCo. |