

Church Eaton Primary School					
Approved by:	CHURCH EATON PRIMARY SCHOOL LAC	Issue date:	September 2022	Review date:	September 2023
Written by:	Mr Simon Shaw Mrs Zoe Russell	Policy Title: Disability and Accessibility Plan			
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in CEPS
- additional information relevant to CEPS

1A. The purpose and direction of the school's plan: vision and values

At Church Eaton Primary School, we aim to provide each child with 'equal' access to the curriculum and provide an 'Inclusive Education'. We aim to focus on removing barriers to learning, so that *all* children can freely enjoy an experience school life to the full.

The DFES has set out key principles regarding Inclusion;

- 1) Setting suitable learning challenges
- 2) Responding to pupils' diverse needs
- 3) Overcoming potential barriers to learning and assessment

Our Inclusion policy clearly states how we are achieving and developing our ethos of Inclusion.

At Church Eaton Primary School we provide opportunities for *all* stakeholders (pupils, staff, parents, visitors and the wider community) so that they can all equally access the

- 1) Curriculum
- 2) Environment
- 3) Information

It is the responsibility of all staff to underpin the core principle of the Accessibility plan and implement it within their role at Church Eaton Primary School. All staff are aware through a variety of training and updates about the plan and the role the school is developing to help meet the learning needs of disabled pupils, so that the barriers to their learning potential can be removed.

The school has set the following priorities for the development of the vision and values that inform the plan by:

- Informing all staff and stakeholders of updates related to Accessibility planning
- Increasing Disability awareness amongst pupils through their learning
- Increasing the school's role in the wider community, developing links with charities and organisations that support those with disabilities

1B: Information from pupil data and school audit

Church Eaton Primary School is set on the out skirts of Stafford, in the small rural village of Church Eaton. The school draws pupils from the surrounding area whose attainment is very mixed. Many of the pupils who join Reception attain below the National average.

Pupil Information:

At Church Eaton our school community includes a range of pupils who have disabilities. These are supported through the provision of reasonable adjustments in order to ensure they achieve their potential. The school has evaluated systems in place to identify Special Educational needs and/or disabilities and all staff are made aware of who to see and how to reduce the impact of their SEN/Disability needs to provide an 'inclusive education'.

The nature of the schools in-take is changing, due to the re-generation of the area, as more people are moving into the village. We have already seen an increase in pupil numbers due to this.

The school is open to the possibilities that due to new legislation and inclusion, more children with SEN or physical disabilities are being placed in mainstream schooling. The SENCO has links with all the support services and is able to access these services to meet the needs of the pupils and to inform all staff of their responsibilities.

The definition of a Disability outlined by SENDA (2001) and accepted by the school is *'anyone with a disability being one who have a physical or mental impairment which has a substantial and long term (at least 12 months) adverse effect on his/her ability to carry out normal day to day activities.'*

Within the context of school, the Act uses a wide definition of disability and may include those with

- Physical or mobility impairments
- Visual or hearing impairments
- SpLD such as Dyslexia, Dyspraxia, Autism Spectrum Disorders
- Learning Difficulties, such as Down's, MLD, SLD,
- Mental or emotional health difficulties
- Speech and Language Difficulties e.g. Selective Mutism

The school is on a single floor site, with extensive grounds and provision for 1 form entry. There are interactive whiteboards in all classrooms.

At present pupils with a disability with support can access all facilities within the school, with help from an able-bodied person. The facilities within the school can be easily adapted to meet the initial needs of a disabled person. In our present site, we have disabled toilets.

Off-site activities have to be accessible for all pupils. It is the responsibility of the lead teacher for the visit to plan and access all 'off-site (trips) activities' for those with additional needs, so that *all pupils* can fully experience the activities. At Church Eaton, we actively encourage all pupils to take part in wider activities, especially those that they would not experience outside the educational setting.

The curriculum is timetabled, so that all pupils have equal access to each subject. Pupils are encouraged to take part fully and make the most of themselves through a range of school initiatives; Peer and self-evaluation; school council and teacher led differentiation.

Learning and teaching is encouraged to cover all learning styles (VAK) and to be taught 'outside the box'. All teaching staff are encouraged to use a wide range of materials and different strategies to make teaching and learning fun and enjoyable. Staff training have focused on 'teaching skills' and all staff are aware of the schools standards and expectations from its teaching staff. All staff are aware of pupils needs and these are catered for in careful differentiation, resources and teaching style.

Pupils through the school council, pupil interviews and learning walks are supported to play an important role in creating a 'pupil led ethos', whereby their views are highly regarded and where possible their ideas are implemented.

Pupils' awareness of 'Bullying' is covered through PSHE and addressed by the school council. The school pupils have a high regard for each other and encouraged to allow for each other's' different needs. All pupils including those with SEN/disabilities have their achievements celebrated within school in many ways; whole school assemblies, 'Dojo' points, Headteachers awards, sporting certificates/trophies, peer praise and class teacher's awards. Celebrating success is led by the whole school.



Pupils with SEN or those with disabilities are individually monitored by the class teacher and formally through data analysis by the Senior Leadership Team. Classroom observations enables the SLT to see where differentiation is working, effective class teaching, areas for development and general classroom practice. Effective monitoring of the SEN and Disabled pupils ensures that the Every Child Matters agenda is implemented through the whole school.

The school building met the current building regulations in 2009 as well as DDA guidelines.

Physical Access:

The school can be accessed by the doors at the front of the building. All doors are accessible by wheelchairs.

Lighting:

The school is very bright and well lit. All rooms have adequate lighting and good natural light. Where needed, rooms have been fitted with blinds to enable optimal use of interactive whiteboards.

Colour Contrast:

The school is painted in a range of colours and the school displays are encouraged to be well presented, colourful, interactive and a mixture of symbols, text and pictures.

Toilets, Changing and Washing Facilities:

We currently have a disabled toilet for staff and pupils. The washing facilities for the pupils and staff are located within the toilets. The school hall is all on one level.

Playground and Common Areas:

The playgrounds are easily accessible, all on one level, consisting of both grass and tarmac.

Furniture/Equipment:

All furniture can be moved in each classroom, to improve access to classrooms. Provision may need to be made for pupils with certain disabilities and the school would have to seek advice on this, according to the pupils needs.

All classrooms have access to a variety of equipment to use, and these are suited to particular year groups and key stages. Equipment can be easily transferred from classroom to classroom and can be allocated to the pupil(s) if required.

Associated Services:

Where children are required to use external resources or services. The school endeavours to provide a range of external support services via the SENCo/Headteacher to all stakeholders, by providing contact details or setting up meetings etc.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Church Eaton, we have several pupils who come into the school setting with communication or speech problems. All staff recognise and report any pupils who are experiencing problems accessing information.

The school has a good network of support through the SENCo and SENSS in accessing specialist support, whereby assessments can be carried out and a programme of support introduced. Staff are therefore trained to deliver any Speech and Language programmes using signs, symbols, simplified language and large print. All staff are fully aware of pupils within their classes on the SEN register, their targets and the resource and provision they need to progress.



All staff are aware of the 3 main learning styles through which pupils learn and all staff vary and use resources to tap into these learning styles.

Staff have also been trained to use a variety of ICT programmes to improve readability of texts and accessing information.

The school makes its accessibility plan available in the following ways:

- All staff and SEN governor will be given a copy of the plan and action plan.
- All stakeholders will be made aware of the published plan via the parent information boards.
- Hard copies - copies of the plan in text, will be available to take away. The copies will be formatted using colour and in dyslexic friendly font. The readability will also be checked.
- The plan can also be discussed via a meeting with the principal, SEN governor or SENCo.
- The plan can also be accessed via the school website.

CEPS Disability Equality Scheme and Accessibility Action Plan

Appendix 1

Aims

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the physical environment of the academy, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting its targets

Our Action Plan Reviewed by Mr Simon Shaw September 2022

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, mental health and nurturing differentiation and recording methods Online learning	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation

	modules if required			
Ensure classroom support staff have specific training on disability, Mental Health and Nurturing issues.	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms Clicker 7
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Church Eaton Primary School is continuing to develop, and we are committed to improving the building and facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development 2022/23	Head/ Governors/ School Surveyor	Disabled parents/carers/visitors feel welcome
Improve parking for disabled.	Consider needs of disabled pupils, parents/carers or visitors when considering any	Consider in any new development 2022/23	Head/ Governors/ School Surveyor	Disabled parents/carers/visitors feel welcome

	redesign			
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Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office Parents Waiting Area/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of



				communications
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