# Claverley C of E Primary School Accessibility Plan

Updated November 2019

## Introduction

The SEN and Disability Act 2014 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.

The aims of the New Children's Act 2006, which is based on the principles on the United Nations Convention on the Rights of the Child, will also be incorporated. These are for "every child":

- To be healthy;
- To stay safe;
- To enjoy and achieve;
- To make a positive contribution; and
- To achieve economic well-being.

The Governing Body will address equality duties as they apply to the employment of people with disabilities where reasonable adjustments will apply. They will ensure that reasonable adjustments will be made to enable equality of opportunity to existing and prospective staff, in relation to:

- Recruitment and selection;
- Terms and conditions of employment;
- Place and hours of work;
- Access to work; • induction and professional development; and
- Full participation in the life of the school.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The action plan showing how the school will address the priorities identified follows.

## Definition of Disability

A person is disabled if s/he has a mental or physical impairment which has a substantial and long term adverse effect on the ability to carry out day to day activities.

- Substantial: more the minor or trivial
- Long term: a year or more
- Day to day: living and learning

The definition of disability has been amended from the 1995 Act in order to reduce the reliance on the 'medical model' for individuals with a mental illness which no longer has to be 'clinically well recognised'.

Included in the definition is a listing of impairments including sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability. Children with emotional and behavioural difficulties for social and domestic reasons are not included.

The definition now includes people with progressive conditions including HIV, multiple sclerosis and cancer. Of significance is that the DfES has determined that 7% of children of the age 3-19 years have a disability.

**Starting points**

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

Claverley School is committed to and has high ambitions for all its pupils, responding to diverse needs and expecting them to participate and achieve in every aspect of school life.

The school will make every reasonable effort to ensure equal opportunities for staff, children and visitors, making realistic allowances for their individual circumstances.

**1B: Information from pupil data and school audit**

**The school's priorities for the development of information and data to support the school's accessibility plan are:**

- To maintain and expand the existing school databases to include all relevant information recorded and accessible to appropriate staff and agencies e.g. Information Sharing Agency.
- To identify all staff and children's various disabilities and impairments to ensure adequate and suitable provision for all is provided, where reasonably possible.
- Consult with children, parents and outside agencies to agree adequate provision for individual children's needs.
- Consult feeder nurseries to ascertain advance information on the needs of future intake.

**1C: Views of those consulted during the development of the plan**

A draft copy of plan will be circulated and opinions will be sought from governors, staff, parents and pupils.

**2. The main priorities in the school's plan**

- Information collected regarding disabilities for both pupils and staff is used to improve provision of services.
- Pupil achievement is monitored by disability; trends and patterns are acted upon.
- Disabled pupils are encouraged to participate in school life.
- Bullying and harassment of disabled pupils and staff is identified and acted upon.
- Disabilities are positively portrayed in school books, displays, discussions and class assemblies.

- The school raises awareness of disabilities.
- The school environment is as accessible as possible to pupils, staff and visitors.
- Information is available to parents, visitors, pupils and staff in an accessible format.

**2a Increasing the extent to which disabled pupils can participate in the school curriculum**
When a disabled pupil is due to be admitted to school, we will ascertain that there is appropriate provision to cater for the child's needs, to include:
- full access to the school curriculum;
- modified (if appropriate) access to the curriculum;
- access to extra-curricular activities;
- using specialist agencies (e.g. speech, Teacher of Deaf, LSA etc) to investigate and extend opportunities; and
- accessing appropriate training for Teaching Assistants.

**2b Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

This extends from 2a above, that when a disabled pupil is due to be admitted to school we will look at the physical environment to ensure it meets the pupil's needs, this may include:
- Provision of wheelchairs
- Access to areas of the school by wheelchairs; routes, temporary ramps
- Variation to provision of furniture for those with physical disabilities
- Appropriate and adequate signage
- Toilets
- Parking
- Sound deadening materials (to aid pupils with hearing impairment).

**2c Provide appropriate provision of information for disabled pupils**
The school will ensure that all relevant school information is provided for disabled pupils and their parents/carers in a format appropriate to their needs.

**3: Implementation**

**3A: Management, coordination and implementation**

The leadership team will be responsible for the implementation of this policy and for raising awareness of the requirements of the Disability Discrimination Act with the school population. The designated lead person will be the Headteacher.

The plan will be linked to the School Development Plan to provide budget and staffing provision as needed.

Specific training on relevant disabilities will be undertaken as required.

The policy and plan will be reviewed on an annual basis on the anniversary of its adoption

**3B: Availability of the Plan**

- The plan will be distributed to all staff, governors and parents for whom it is relevant. It will be available to anyone on request and on the school website.

- The Plan will be reviewed and amended every three years. It should be read in conjunction with the relevant Behaviour, Health and Safety, Risk Assessment, Inclusion, SEND and Equalities Policies as well as any other relevant policies.