



# Cossington C.E. Primary School

*'Care, Significance, Purpose'*

The Governing Body of Cossington C.E. Primary School adopted this policy on 08/01/2018. It will review it in two years.

## Our school mission statement

With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inspirational learning environment where every learner can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant' because God chose to create me and everyone else in his image.'

'I have purpose' because God created me, and everyone else, with their own unique personality and abilities.'

All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.

## Introduction

**Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".**

## Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Access**

**The school comprises of a main building and a secondary building. These buildings are situated on two sites joined by an enclosed pathway. There are several access points into the main building and the secondary building. The main building is on the ground floor but access is restricted by at least one step at all entrances other than to the Seedling cloak room. There is no impairment to access in any of the entrances to the secondary building. The school has a disabled toilet facility in the secondary building. This is fitted with a handrail and pull emergency cord. A wash room is situated in the main building. The school has the internal emergency signage and escape routes are clearly marked. There are currently no marked car parking spaces for disabled parking or general parking.**

## **Key Aim**

We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **Principles**

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
2. The governing body recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions 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 substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. 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.
5. The school provides all pupils with 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 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **Activity**

The planning duties of the DDA makes three requirements of the Governing body:

1. To increase the extent to which disabled pupils can participate in the school curriculum
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. To improve the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

### **a) Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance, including:

- Specific training in medical conditions and associated medication; e.g. epipen training,
- Staff training in relation to teaching and learning strategies e.g. Accelerated Learning, Brain Gym, Dyslexia Training and Autism Training.
- All policies are updated in respect of equality and inclusion
- The needs of each child are met through the learning and teaching provision of the school (priorities of assessment for learning, targeting and self-evaluation)

The school seeks the advice of specialist services such as SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The school takes account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises - such as improved access, lighting, acoustic treatment and colour schemes

and more accessible facilities and fittings. The buildings are well designed to meet the needs of disabled pupils because

- all classrooms except Acorns are on ground level;
- use of these classrooms can be rotated to meet pupils' needs;
- the majority of public-access rooms, including the central hall and toilets are on the ground floor, with no steps or with ramp access.

### **c) Provision of information in other formats**

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**See action plan below for further detail.**

### **Supporting Policies**

This Plan will contribute to the review and revision of related school policies e.g.

- School Development Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Health and Safety Policy
- Behaviour Policy
- Anti Bullying Policy
- Equalities Duty Objective(s)

The plan is also available in the following formats, on request to the Headteacher - email, enlarged print version or other formats by arrangement.

**PHYSICAL ENVIRONMENT**

| YEAR        | TARGET   | STRATEGY   | SUCCESS   |
|-------------|--|--|---|
| 2018-2020   | To improve access for adults and children with physical disabilities   | Investigate and cost the possibilities of ramps into the office and Class 1. Seek advice on alternatives to this.  | Costing produced and advice gathered  |
|             | To improve the accessibility of all KS2 areas within the context of the new building.  | Carefully plan and help deliver the new building so that all classrooms and areas of the building are accessible. Work with the design team from county hall to review the building in this context. | New KS2 and hall buildings are completed and fully accessible to children and adults with any disability. |
|             | Keep the reception area clear to allow free access into the building.  | Devise a set of procedures for deliveries to ensure they do not take up space in the main reception area. Relocate some of the office furniture.   | The main reception offers unobstructed entrance to the building at all times.                             |
| 2021 - 2022 | To ensure accessibility to building for children/adults with physical difficulties   | Act on the plans to improve access to the main building and class 1 by building the suggested improvements.  | Access to the main building and class 1 is available for all children and adults.                         |
|             | To improve parking facilities for adults with physical disabilities  | Car park to be painted with parking space guidelines including yellow markings for a disabled space.   | There is disabled car parking in the main car park for all adults to use.                                 |
|             | Plan for the classroom areas with greater space for pupil with wheelchair needs and ensure appropriate furniture is in place | Liaise with parents and OH specialists to ensure correct chair/table etc. is in place  | Pupil has appropriate furniture and maximised movement space within the classroom                         |

## CURRICULUM ACCESS

| YEAR      | TARGET   | STRATEGY   | SUCCESS  |
|-----------|--|--|--|
| 2018 - 20 | To improve access to the curriculum through ongoing training   | Provide training on improving teaching and learning for all pupils including pupils with disabilities and special needs<br>Introduce provision mapping to ensure all needs within a class are catered for with suitable interventions and differentiation. | Training delivered and impact evidenced in lesson observations and outcomes for different groups of pupils<br>Provision maps are introduced and embedded as a teaching tool. |
|           | To improve provision for pupils with dyslexia  | Provide training on teaching pupils with dyslexia. Buy resources to assist in early identification of dyslexia.  | Support and teaching staff better equipped to support pupils with dyslexia – coloured reading overlays, appropriate strategies/ texts etc                                    |
| 2020-2022 | To improve staff knowledge and understanding of the needs of pupils with autism                      | Training from Autism Outreach for all staff  | Support and teaching staff better equipped to support pupils with autism   |
|           | To improve access for pupils with visual impairments   | Liaise with Visual support specialist; source resources e.g. large print / modified Sats tests etc   | Pupils with visual impairments access full curriculum  |
|           | To improve staff knowledge of varied medical conditions so as to support specific pupils effectively | School nurse to deliver training   | Improved knowledge of all staff enabling access of pupils with conditions to access curriculum   |

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**DELIVERY OF INFORMATION**

| <b>YEAR</b>      | <b>TARGET</b>  | <b>STRATEGY</b>   | <b>SUCCESS</b>  |
|------------------|--|---|---|
| <b>2018-2020</b> | Ensure information published is accessible in different formats if required<br><br>To review the school website to ensure it is accessible and useful to all parents and children at school. | Offer information in different formats e.g. newsletter<br><br>MY to review the website with governor support. | Information in different formats provided when required<br><br>All parents respond to a survey indicating satisfaction with the accessibility of the website. |
| <b>2020-2022</b> | Continue to listen to feedback regarding information for parents<br>Explore formats for publishing   | Newsletter /parent interviews   | Response to feedback actioned   |

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