LITTLEHAM C OF E PRIMARY

ACCESSIBILITY PLAN 2024-2027

The Equality Act (2010) legally protects people from discrimination in the workplace and in wider society. Discrimination means treating someone 'less favourably' than someone else, because of:

* age
* disability
* gender reassignment
* marriage and civil partnership
* pregnancy and maternity
* race
* religion or belief
* sex
* sexual orientation

These are called the 'protected characteristics'.

Littleham C of E Primary School strives for all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. 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. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors.

**PURPOSE OF PLAN**

This plan shows how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors:

* **Increasing access to the curriculum for pupils with a disability**

This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

* **Improving access to the physical environment**

This includes improvements to the physical environment of the school and physical aids to access education.

* **Improving the delivery of written information to pupils and parents/carers**

This will include planning to make written information that is normally provided by the school accessible to all parents and their children. The information should take account of pupils’ disabilities and pupils’ and parents’/carers’ preferred formats and be made available within a reasonable timeframe.

**DEFINITION OF DISABILITY**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

**BACKGROUND AND AUDIT**

**Curriculum**

We are aware that there are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school’s policies and procedures, written and unwritten.

**Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Where possible, we plan ahead to adapt these to suit the needs of our pupils.

Our school has some barriers to the inclusion of physically disabled children. For example, there are steps within the school grounds. An audit of limitations shows –

* No dedicated disabled parking bay in the school car park.
* The field would be hard to access and use in a wheelchair
* Fire doors to classrooms are heavy and not always easy to open
* The disabled toilet is away from the classroom

**Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. We ask parents if they require information in other formats.

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents’ views, or in conjunction with a letter home about a parents’ evening.

**CAIRB**

Our school has an 12 place CAIRB (Communication And Interaction Resource Base), which is attached to the school.

**INCREASING ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY**

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 expectations when deprivation of after school club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We have proved ourselves to be an inclusive school for children with additional needs. We have admitted children from out of area and provided them with support to enable them to participate in the school curriculum.

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| **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| Increase confidence of all staff in adapting the curriculum | Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, OAIP and recording methods | On-going and as required | SENCO  AH | Raised staff confidence in strategies for adaption and increased pupil participation |
| Ensure all staff have specific training on disabilities | Be aware of staff training needs  Staff access appropriate CPD  Identify training needs at regular meetings  Review the needs of children with specific needs, provide all relevant training. | On-going and as required | SENCO  AH | 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. Medical/care plans in place if required alongside Provision Maps | As required | SENCO | All staff aware of individuals needs |
| Use ICT software to support learning | Make sure software is purchased and installed where needed, on recommendation of ICT adviser | As required | Academy Head | Wider use of SEN resources in classrooms |
| All pupils will be opportunity to have a range of experiences through trips and visitors to the school | Ensure venues and means of transport are vetted for suitability  Develop guidance on making trips accessible | On-going | Academy Head  SENCO | Pupils are able to access school trips 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. Ensure all sports coaches are aware of children’s individual needs. | As required | PE co-ordinator | All to have access to PE and be able to excel |
| Review curriculum areas and planning to ensure inclusive practice | Include specific reference to disability equity in all curriculum reviews |  | Academy Head  SENCO | Confident use of inclusive practice |
| Ensure disabled children can take part in lunchtime and after school activities | Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available, especially after school | As required | Academy Head  SENCO | Disabled children feel able to participate equitably in out of school activities |
| Access arrangements to meet individual’s needs when taking tests etc. will be applied for and support provided when required | SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements |  | SENCO | All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed |

**IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

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

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

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| Targets | Strategies | Timescale | Responsibility | Success Criteria |
| To be aware of the access needs of disabled children, staff, governors and parents/carers | School ensures all relevant documentation is in place and followed  Through questions, discussions and newsletters find out the needs of others | As required  Annual | SENCO / Class teacher  Academy Head | Appropriate plans are in place for disabled pupils, and all staff are aware of pupils’ needs.  All staff, governors, parents/carers are confident that their needs are met. Monitor to ensure any new needs arising are met. |
| Layout of school | Consider needs of disabled pupils, parents/carers, staff, visitors when considering any new furniture or redesign | As required | Academy Head | Re-designed buildings are usable by all |
| Ensure everyone has access to reception or waiting area | All visitors, regardless of disability, can access the buzzer to notify the administrator/staff to open the main entrance door | As required | Academy Head | Disabled parents / carers / visitors feel welcome. |
| Maintain safe access for visually impaired people | Yellow paint on step edges is required.  Check exterior lighting is working on a regular basis  Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child | Ongoing checks  As required | Academy Head | Visually impaired people feel safe in school grounds. |
| Ensure all disabled people can be safely evacuated | Ensure there is a personal emergency evacuation plan for all disabled pupils.  Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information | As required | Academy head | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.  Disabled people in wheelchairs can be evacuated quickly and easily |
| Provide hearing sound system in classrooms to support pupils with a hearing impairment | Take advice from Devon Hearing Impairment team on appropriate equipment if this becomes necessary | As required | Academy Head | All children have access to the curriculum |
| All fire escape routes are accessible for pupils OR designated exits identified through PEEP plan | Ensure staff are aware of need to keep fire exits clear | Daily | Academy Head | All disabled staff and pupils have safe exits from school |
| Ensure access to IT equipment is appropriate | Including in relation to those with a visual or hearing impairment | As required | Academy Head  SENCO | Hardware and software available to meet the needs of children as appropriate |
| Fire alarm | Currently auditory and a flashing light |  |  |  |

**IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO 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.

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| **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| Inclusive discussion of access to information in all parent/teacher annual meetings | Ask parents about preferred formats for accessing information | Annually | SENCO / Academy Head | Staff more aware of preferred methods of communication, and parents feel included. |
| 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 | Administrators | All parents receive information in a form that they can access |
| 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 |
| Annual review information to be as accessible as possible | Use EHCP overviews to ensure key information is accessible | On-going | SENCO | Staff are aware of current outcomes and provision |

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We are aware that the need for reasonable adjustments may arise at any time. These will be reviewed as and when the need is identified. We will consult with experts when new situations regarding pupils with disabilities are experienced so that we can be as inclusive as possible.

When staff or parents choose to disclose any disabilities to us, we will ensure we talk sensitively to them about their needs and any adaptions that are required.