

Archbishop Courtenay Church of England Primary School

Accessibility Plan 2017-2020

Introduction

The governing body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people. The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. It should be read in conjunction with the SEND policy and SEND Code of Practise 2014.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school is a multi-culturally inclusive school where the distinctive Christian values form the main focus on our religious teaching. Our vision is to create an outstanding, flagship school serving our local community, committed to unlocking and developing the potential of all of our wonderful children.

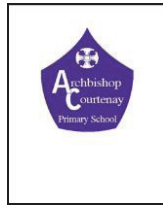
Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;



- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Duties in Part 4 of the DDA 1995 require the governing body to plan (the Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

How are we currently meeting the needs of all learners with a disability?

Archbishop Courtenay Primary School is an inclusive school with a strong Christian ethos that everyone should be treated as they wish to be treated themselves. Consequently we believe that our school should be accessible to all.

Access and site

Current physical adaptations:

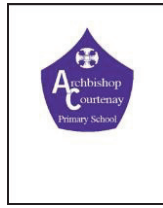
- new build, fully DDA compliant
- scope to provide full care suite in nursery and main school if required
- Lift
- Disabled parking spaces
- Disabled toilet
- Health care plans in place for pupils with medical needs

Planned improvements:

- More outdoor seating for visitors/parents/carers waiting at end of day
- All teachers and TA's will be able to identify and address potential barriers to learning for vulnerable groups
- To ensure that all parents can access information and are participants in their child's learning
- To review the website and check accessibility for parents with English as an Additional Language

Curriculum provision

Our School Development Plan recognises that all children should have access to an appropriate and inclusive curriculum with provision to enable all pupils to make good progress. This is reflected in the general learning environments and in the use of different teaching and learning styles to allow all pupils to participate. We are working towards becoming a 'dyslexia friendly school' and recognise that the good



practice which benefits pupils with particular disabilities (e.g. language and communication difficulties, autism) benefits all pupils. Therefore for all pupils we consider:

- the layout of each classroom responding to children's actual needs
- learning and teaching styles
- high contrast features for ICT, including non-glare IWB and projectors
- alternative means of recording for pupils who need it
- individual targets for learning
- provide adapted general equipment (scissors, pens, pencils, non-slip mats)
- visual timetables.

We provide special support for pupils with identified needs through:

- Speechlink
- Language link
- BEAM and BEAM+
- Clever fingers
- Social stories
- Adapted ICT programmes: Wordshark, numbershark, Writing with symbols, Communication in print, Clicker
- Principles of TEACCH as required
- Individual visual timetables and support cards
- Behaviour support plans
- Pastoral Support Plans and care plans (for children with a medical condition)
- Individual provision maps and targets

Staff have received additional training in:

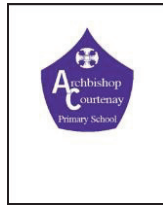
- Play support
- Managing personal care, including toileting
- Paediatric first aid
- Managing the needs of pupils with Autism and related disorders
- Creating nurture environments, dealing with emotional needs
- Behaviour management

Our School Development Plan shows that we will:

- Continue to improve the quality of teaching and learning for all pupils

Access to education and extended services

Currently no pupil in our school is excluded from an after-school activity because of disability. Children are all able to attend breakfast clubs and after-school clubs with their parents' permission. We are able to signpost parents and carers to other extended services.



All pupils currently have access to a fully differentiated curriculum. Risk assessments are used to ascertain further support and additional provision which may be required for certain aspects of the curriculum, e.g. school visits. For example, a pupil with autism needs a lot of support before a change is made to the curriculum or timetable; a child with medical needs has a support plan put in place through liaison with parents before a school trip.

These are ongoing actions and as such are not detailed separately.

Access to information

As a school, we liaise fully with external agencies who support parents/carers and children. We have a Family Liaison Officer who is able to meet with parents and to support them in completing forms and in communication with others, attending meetings too. Wherever possible, we hold meetings at school to enable parents/carers and children to feel at ease.

We are able to access information in different languages and formats to support parents / carers and children too. Information is posted on our school website and our newsletters now have a regular format.

Our School Development plan shows that we will:

- Continue to develop strategies and access for all pupils with English as an Additional Language
- Provide training for staff to meet needs of identified pupils, especially those in vulnerable groups