



Calow Church of England (V.C.) Primary School

Accessibility Plan 2016 – 2020

At Calow Church of England (V.C.) Primary School;

We aim to provide a stimulating, caring environment where all are valued and have the opportunity to develop their full potential. By working as a team with staff, parents and governors, we aim to provide a high quality service for the children and community.

Our School is committed to providing an environment that enables full access to a curriculum, which values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness in our School. In addition, as a Church School we seek to aid the spiritual, moral, social and cultural development of all children in our care within the context of Christian belief and practice.

The S.E.N. and Disability Act 2001 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 D.D.A.:

- 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.

The Accessibility Plan complements and supports the School's Equality objectives and is published on Calow Primary's website. Local Authorities monitor schools' activity under the Equality Act 2010 (in particular Schedule 10 regarding accessibility) and advise upon compliance with that duty.

This plan was developed following consultation with stakeholders. It sets out the proposals of the Governing Body of the School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the D.D.A.:

- Increasing the extent to which pupils with disabilities can participate in the School curriculum;
- Improving the physical environment of the School to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery to pupils, staff, parents and visitors with disabilities of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan should be read in conjunction with a number of related School Policies. When School Policies are reviewed, equality impact should be assessed by Subject Leaders and/or Leadership Team. Parents may also wish to access the DfE publication: SEN and Disability – a guide for parents.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Plan will be monitored through the Governors' School Development Committee. Attached is a set of action plans showing how the School will address the priorities identified in the plan.

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A - Improving access to the curriculum

Action	By Whom	When	Monitoring	Success Criteria
A1. Ensure that all school educational visits are made accessible to all pupils	Headteacher and class teachers	Every planned visit	Headteacher/Governors Risk assessments (kept in file)	All pupils are able to access educational visits, linked appropriately to curriculum work
A2. Assess impact of resources held in school for SEND	SENCO, Subject Leaders and SEND Governor	Annual basis	Headteacher/Governors through Position Statement and Link Governor meetings	All SEND resources updated, used to support learning and their impact evaluated in Position Statement
A3. Ensuring that Curriculum addresses accessibility and inclusion where appropriate	All Subject Leaders	Annual basis	Subject Leaders to monitor implementation and report in Position Statements. Leadership Team and Governors to monitor curriculum	Curriculum planning outlines accessibility and inclusion
A4. Disability equality issues incorporated into PSHE (or other subjects where appropriate) – and Collective Worship, including special events such as Deafness Awareness Week	PSHE Subject Leader Collective Worship Co-ordinator	Ongoing	PSHE Subject Leader to monitor planning and report to Link Governor Collective Worship co-ordinator and Governor to monitor themes.	PSHE planning will incorporate disability equality issues. Collective Worship themes will cover disability issues and themed events.
A5. Implement strategies to support pupils with hearing impairment to access curriculum and all school activities.	Staff to receive update and strategies from Teacher of the Deaf All staff to implement strategies.	Ongoing	SENCO to monitor implementation strategies Headteacher and Governors to monitor provision overall,	Pupils identified as having hearing impairment will be able to access curriculum and be involved in all school activities.

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B - Improving access to the Physical Environment

Action	By Whom	When	Monitoring	Success Criteria
B1. Review risk assessment of the School building and environment for pupils with disabilities and develop plans for individual children	Headteacher in consultation with Teaching Assistants with responsibility for pupils with SEN	Ongoing	SENCO to monitor appropriateness of risk assessment plans for individual pupils Governors' Health and Safety Committee to ensure risk assessments have been carried out	Risk assessment of the buildings and environment to have been completed and plans for individual pupils to be produced as appropriate
B2. Fire evacuation to be practised to ensure that pupils with disabilities are able to vacate the building safely and quickly and pupils with needs are aware of procedures	Headteacher, Teachers and Teaching Assistants with responsibility for pupils with SEND	Ongoing	Headteacher and Governors' Health and Safety Committee	Any issues will have been identified and appropriate action taken Pupils with disabilities will be able to evacuate safely and quickly

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C – Improving access to the Information

Action	By Whom	When	Monitoring	Success Criteria
C1 . Seek parental opinion on accessibility for pupils who have a disability	SENCO with parents/guardians	By December 2016 and thereafter	Agenda item at each Annual Review – minutes to record views and action taken	Opinions will be taken into account and where appropriate are actioned
C2. Improve provision for children with ADHD and related disorders, including training from Behaviour Support, SSEN and Educational Psychologist	Class teachers and Teaching Assistants	Ongoing	SENCO to monitor provision and report to Leadership Team Link Governor to monitor progress	Planning will identify provision Staff will be able to identify appropriate teaching and learning Pupils make good progress
C3. Staff will ensure that the needs of every pupil will be met in lessons, particularly Vulnerable Pupils. This will include review at Achievement Team meetings.	Class teachers and Teaching Assistants supporting pupils with SEND	Ongoing	Class teachers to monitor Teaching Assistants SENCO to monitor provision throughout School. Achievement Team meetings.	Staff will produce differentiated materials appropriate to pupils' needs Support Services will be utilised to source materials and provide advice Data will evidence appropriate progress of pupils
C4. Continue to update information available for parents, particularly via website.	Leadership Team to ensure that website has useful information for parents. SENCO to develop appropriate guidance for parents of pupils with SEND.	Ongoing	Leadership Team to monitor implementation Governors to be responsible for monitoring overall	School website will host useful guidance and information for parents. Parents will confirm through questionnaires/verbal feedback that information is useful.