



'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'

Accessibility Plan

The school 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.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. 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".

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.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of an inclusive curriculum:

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

At Coombe Bissett CEVA Primary School we CELEBRATE every member of our school through:

Christian faith and values that permeate everything we do

Enriched experiences and learning within a rich curriculum and high quality teaching

Learning power, developed in all members of our school

Engaging with local, national and global communities that develop confidence, as individuals and as members of a range of communities

Belonging to our community: knowing each other; supporting each other; learning and working together

Rights respecting responsibility, developed in all members of our community

Achieving potential in all areas - spiritual, social, moral, cultural, academic, creative and physical

Time to pause and reflect – opportunities to contemplate; to evaluate, assess, make links, make sense

Enabling everyone to develop fully: to make sense of their experiences, value themselves and respect others, appreciate difference and diversity and feel confident and informed.

We ensure these aims are supported by a fully inclusive ethos where disability is never a barrier for any members of our school community or visitors to our school. This is achieved by rigorously reviewing our provision by all members of our school community.



Care, Commitment and Creativity in everything.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

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

[See checklist on page 30 of DfES Guidance.]

The School will strive to ensure that it is aware of the needs of adults and children and regularly seeks data from parents and staff.

Action Plan established 2015

	Targets	Strategies	Outcome	Timeframe	Lead	Sep 2017 Update
Short Term	Ensure the curriculum can be accessed by all children.	Monitor timetables and resources to ensure they are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	Termly	SENCo Senior Leadership Team Curriculum & Staffing Committee	SEND audit identified that this is a strength of our school with every child accessing all areas of our curriculum
	Ensure parents with visual disability have equal opportunity to access information from school.	ORIGINAL: Highlight on all school documentation that goes to parents that it is available in larger print on request. <i>ALTERNATIVE: Inform parents at the beginning and middle of the year that school documents are available in larger print or electronically on request.</i>	Parents are confident that they can access all school information.	Ongoing	Communications group	Parents are informed at the beginning of terms 1, 3 and 5
	Collect data from parents about their needs and those of their children so that appropriate provisions can be made.	Send out data collection sheets each September and collate information, sharing as appropriate.	Class Teachers and admin staff have accurate knowledge of the needs of members of our school community to ensure everyone has access to all available opportunities.	Term 1 Reviewed beginning of term 3 and term 5	Senior Leadership Team Resources Committee	Data collection sheets are sent out. Next step is to review the data sheets and consult parents on their accessibility for all

	Targets	Strategies	Outcome	Timeframe	Lead	Sep 2017 Update
<u>Medium Term</u>	To ensure the school develops children's awareness of disability <i>and how it contributes positively to communities.</i>	Ensure there are learning resources (books etc) that show positive examples of people with disabilities. Identify opportunities to invite people with disabilities in to school.	Children have a good knowledge, understanding and respect for the diversity of our local and national community	Ongoing	Senior Leadership Team Curriculum & Staffing Committee	There has been some action on this however both actions need to be developed further
<u>Long Term</u>	Any future plans for further development will take DDA issues into account.	Work with LA, Diocese and architects when planning building works and modernisation.	The design of our school enables access for everyone wherever possible	Ongoing	Senior Leadership Team Resources Committee	All new builds have met legislative requirements