



Reviewed September 2022

Letting Our Light Shine

Leintwardine Endowed C.E. Primary School

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| Approved by: | Head | Date: 8.9.23 |
| Last reviewed on: September 2023 AMENDMENTS | | |
| Next review due by: September 2024 | | |

Accessibility Plan

The Equality Act 2010 replicated the duties which existed under the Disability Discrimination Act for governing bodies to carry out accessibility planning. Governing bodies must implement plans to:

- Increase the extent to which disabled¹ pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery of such information must be within a reasonable time and in ways which take account of the pupils' disabilities and any preferences expressed by them or their parents.

This Accessibility Plan sets out how the governing body will do this. It will be made known to all teaching and support staff, pupils and parents. It will be updated annually in light of the evidence that we gather. Implementation will be continuously monitored.

Introduction

This policy reflects our Christian foundation and our school ethos which are at the forefront of all that we do.

Our School Ethos:

Whilst truly embedding ourselves in the heart of the church and surrounding community, we provide outstanding learning opportunities for all their children and their families.

“Letting our Light Shine” Matthew 5:16

Our aim is for each child to:-

*Achieve their potential
Become independent
Connect with their Community
Develop Resilience*

¹ A person experiences a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse affect or her/his ability to carry out normal day-to-day activities

Leintwardine Endowed CE Primary School is committed to the inclusion and development of all pupils. This is highlighted in our School Ethos and Aims, school practises and policies. The strategies we will use include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate as fully as possible
- Setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- Providing written information for pupils with disabilities in a form which is user friendly
- Using language which does not offend in all our literature and making staff and pupils aware of the importance of language
- Examining our library and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

In recent years we have made a number of changes to ensure accessibility. This has included actions such as structural changes to our buildings to improve access and review of our library and reading books to ensure positive images of disabled people.

As a small school, and in order to make best use of the resources available, we develop solutions specifically tailored to the needs of individual people with disabilities. Current data suggests that:

- All areas of the curriculum are fully accessible to all current pupils
- All parts of the school are accessible to all current pupils, parents and interested community members
- All current pupils are able to choose and participate in after school clubs as they wish
- Communication in and from school is accessibility to all current pupils and parents.

Overleaf our plan identifies our main objectives for ensuring and improving accessibility.

Date for full implementation: Ongoing

Date for review: Annually

| OBJECTIVES | ACTIONS | | | HOW WILL WE MEASURE RESULTS? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| | What do we need to do? | Who needs to do what? When? | Resources required? | |
| Increase the extent to which disabled pupils can participate in the curriculum | Ensure the curriculum is differentiated according to the requirements of children with special needs | SENCo to ensure that staff have relevant documents to inform of specific requirements. Monitoring by SENCo to ensure differentiation | Available from SENCo Time to monitor & feedback | Analysis of pupil performance and evidence of pupil experience |
| | Lesson observations and monitoring of TA will include a focus on children with disabilities | SENCo to monitor lessons. Monitor TAs impact & effectiveness Pupil tracking system identifies vulnerable groups and tracks progress & intervention programmes. | Time to monitor & feedback Staff meetings to discuss implications | |
| | Raising awareness of disability amongst all school staff through training and sharing skills | Training where appropriate from Learning Team On line training packages for TAs | SLA used for additional training Time for TA to attend training | |
| Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided | As and when needed | Changes to access to the mobile classroom to ensure access for all. Governors – Mobile renovation. – This was completed during the summer 2022. | Funding from SCA scheme and the governors to complete the project | The Mobile classroom has a ramp and the disabled toilet access and facilities have been improved to current standards. |
| Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery of such information must be within a reasonable time and in ways which take account of the pupils' disabilities and any preferences expressed by them or their parents | Assess the access to information needs of children with disabilities and ensure delivery mechanisms in place and used in timely manner | As and when needed | | |