

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' Micah 6:8.

through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

Accessibility Plan

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| Staff member responsible | Mrs. T Rainford |
| Governor/Other | Mr. C Branningan |
| Date of Policy | November 2021 |
| Reviewed | Annually 2022 |

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils,' issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
2. 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 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
 - to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

1. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
2. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the

development of a more inclusive curriculum:

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

Vision Statement

Our school strives to provide the best possible education for our children. We aim for excellence within a happy, secure environment where each individual's achievements are valued and celebrated. By using a holistic approach we will provide an exciting curriculum that offers a diverse and challenging environment to inspire and motivate the children in our care. We aim to ensure that all of our children have the opportunity to develop to their full potential spiritually, emotionally and academically. Through the teachings of Jesus and our Christian values we will foster trust, mutual respect and a clear sense of community. Our vision aims to enrich and nurture the whole child in preparation for life in the 21st century. Learners will be treated as individuals and the teaching and learning will be differentiated to take account of individual needs. Success will be promoted and progress and achievement will be rewarded. Our vision can be summarised by the school motto, 'Love and Justice for All.'

Aims of the Accessibility Plan:

Guilden Sutton Church of England Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this 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 extra-curricular activities including all visits and excursions so that pupils with disabilities are able to participate fully
- establishing an admissions policy and criteria which does 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 all staff through appropriate training
- providing written information for pupils with disabilities in a form which is user friendly
- ensuring that our library and reading books provided positive images of people with disabilities.

The Accessibility Plan covers the three main strands of the planning duty:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility plan will help to ensure that the school is planning and preparing to respond to the particular needs of individual pupils.

The school will continue to seek and follow the advice of Cheshire West and Chester's (CWaC) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets, washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Guilden Sutton's school buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- all public-access rooms, including front and both playground entrances, toilets, library, The Pod and hall are on the ground floor, with no steps;
- a disabled toilet is available for all members of the school community and visitors to the school.

Physical aids to access education also cover things such as ICT equipment, writing slopes, portable aids for children with motor coordination and poor hand/eye skills such as a range of specially adapted pens and pencils.

The school will take account of the needs of pupils and other users 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.

c) Provision of information in other formats.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system.

This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

We will look at the needs of parents who may themselves have a physical, sensory or learning disability to determine how they can be supported in accessing essential information about the school.

The school is aware of local services, including those provided through CWaC, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- Strategic School Development Plan
- Continuing Professional Development plan
- SEND policy
- Equal Opportunities policy
- curriculum policies

Monitoring of the Accessibility Plan

The plan will be monitored by the Resources Committee on a termly basis with the lead being taken by those governors with responsibility for Equality who will liaise with lead teacher, Amy Bracewell.

The plan is also available in the following formats, on request to the Headteacher: email; enlarged print version; other formats by arrangement.