

# Creeting St Mary CEVAP School

## Accessibility Plan

### Definition of Disability and Legal Background

The Equality Act 2010 replaced all existing equality legislation. Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Throughout this plan, "disabled person" means a person who is a disabled person for the purposes of the Equality Act 2010 and "disabled pupil" includes a disabled person who may be admitted to a school as a pupil. Throughout this plan, where "the school" is mentioned, this refers to Creeting St Mary CEVAP School.

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 School

At Creeting St Mary CEVA Primary School, our values are reflected in our mission statement and school aims.

- We are a small, caring, Christian school where everyone is valued, respected and encouraged to achieve their God-given potential.
- The school is a Church of England Foundation committed to serving its local community. We seek to create a Christian community based on Christian values, which are reflected throughout the life of the School.
- We aim to ensure that all of our children fulfil their potential by providing the highest quality teaching to suit all learning styles and to make education challenging and fun.
- We aim, through Collective Worship and R.E., to give our children an opportunity to gain an understanding of the Christian Faith.
- We recognise the importance of partnership with parents, the Church and the wider community.
- We seek to encourage respect and concern for others.
- We aim to create a stimulating environment which, through encouragement and care, promotes a sense of well-being and reflects our belief that 'as many hands build a house, so many hearts make a school'.

The school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably. Wherever possible, reasonable steps are taken to avoid placing anyone at a substantial disadvantage. It is not possible for the school to make provision for the needs of every potential disabled person joining the school but the school is experienced in responding to the particular

needs of each person joining the school and their needs will be considered with assistance from relevant specialists and reasonable adjustments made when it is known they are joining the school.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school will not discriminate against any person or their associates (through direct discrimination, indirect discrimination, harassment or victimisation) or treat them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity. The school is a Church of England primary school and therefore has a religious character. In accordance with the exceptions provided in the Equality Act there will be acts of collective worship that are broadly Christian in character and Christian religious festivals will be observed. People of all religions or beliefs, or no religion or belief, are welcome at the school.

The school will have due regard to its Public Sector Equality Duty and will: eliminate discrimination and other conduct that is prohibited by the Equality Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In line with the government objective that the requirement to publish data will be limited to that data which is routinely gathered and published in the public domain (i.e. RAISE Online), the school will not publish additional data in respect of the Equality Act.

The school intends to ensure that it is fully accessible to all. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which may put them at a disadvantage, allowing them to learn, achieve and participate fully in school life.

## Objectives

The school is committed to providing an environment that enables full curriculum, access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

This Accessibility Plan shares details about accessibility within the school. It also shows how access is to be improved for disabled pupils, staff and visitors within a given

timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to enable full curriculum access, within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Business Continuity Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

The map of the school attached to this Accessibility plan shows the different areas of the school. Entry to the school is accessible via the front door which is on the level. Access to and from the school field is via the ramp up to the lobby between Birch Class and the Library. Entry from the ramp would need a wheelchair user to have assistance as the door is sprung and the chair would be on the slope. Access to the field can also be gained from Ash Class outside area.

There is a disabled toilet with up to date facilities and alarm cord. All rooms are accessible to all. With the exception of the shingle driveway, which may be difficult to steer or push a wheelchair along, all around the outside of the school is accessible. Car parking is available on a hard surface, where entry to the school can be gained via the ramp.

Handrails have been installed by the steps outside Chestnut Class and alongside the ramp. The edge of the exterior steps has been painted with strips of yellow paint.

#### Access to the Curriculum

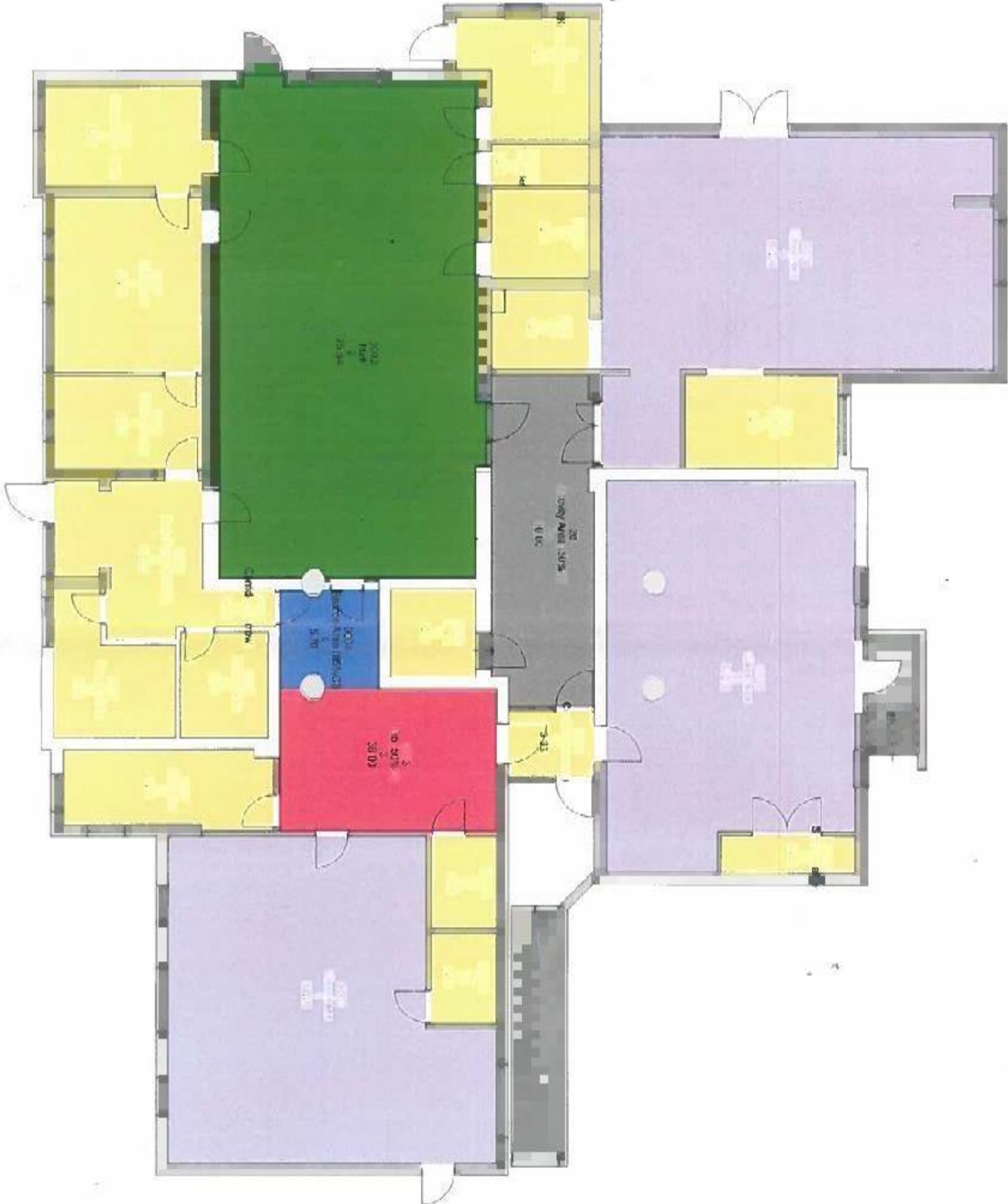
All children should be able to access the curriculum through careful planning of lessons to suit all needs and learning styles. Work for children is planned by the class teacher, who has overall responsibility for both planning and assessment. Support and advice for certain pupils' needs is available from professionals from different agencies. Learning Support Assistants and Teaching Assistants enable some children to work in small groups or individually.

Children may have an 'Assess, plan, do, review form' and a One page pupil profile which details their individual needs. These plans are created and reviewed in a meeting with parent(s), class teacher, the school Special Educational Needs and Disabilities CoOrdinator (SENCO) and with the child themselves. They are reviewed termly to monitor progress.

The interactive boards in each classroom can be used with a particular colour background to aid individual pupils who may have visual impairment or Irlen Syndrome. On a day to day basis, the background colour of the board is grey as recommended by Suffolk SEND. Modified equipment and coloured paper, books with bold lines and reading books with large type are also provided where needed. If necessary pupils may have a writing slope or wedge cushion seat.

Further adaptations to the curriculum are possible. This would be assessed and discussed between the child, parent(s) and class teacher and SENCO. The teacher is then responsible for implementing it within the classroom.

A plan of the school



Action Plan A - Improving Physical Access

Ref.	Item	Recommendation	Timescale	Cost	Responsibility
A1	Changing facilities for incontinent children are not available	Consider specific response on a case by case basis - individual toilet cubicles now in new classroom and main school	Ongoing	TBC	Headteacher/SENCO

## Action Plan B - Improving Curriculum Access

Ref.	Item	Recommendations	Time Scale	Priority	Cost	Responsibility
B1	Differentiation in teaching, classroom organisation. Are classrooms organised to promote the	Headteacher and SENCO to monitor quality and provision for SEND pupils. SENCO to carry out an audit of	Monitoring is ongoing. Audit - by end of Spring	High	SENCO release time	Headteacher/SENCO

	participation and independence of all?	resources/teaching to ensure that lessons are planned to meet the needs of all pupils in the class.	Term 2018.			
B2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Completed Summer Term 2018	High	SENCO release time. Any cost of resources identified	SENCO
B3	Production and implementation of Provision Maps, Pupil Passports, Monitoring Systems	SENCO to monitor	Ongoing	High	SENCO release time	SENCO
B4	Staff training in supporting pupils with SEND - focused on key areas of need within the school	Headteacher and SENCO to identify training based on current pupil's needs, identify gaps in knowledge and seek external specialist, where necessary, for advice or to deliver training.	Ongoing	High	Reviewed when identified	Headteacher/SENCO

## Action Plan C - Improving the Delivery of Written Information

Ref.	Item	Recommendations	Time Scale	Cost	Responsibility
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C1	Availability of written material in alternative	The school will make itself aware of the services available for converting	Ongoing	TBC	Headteacher
	formats when requested	written information into alternative formats			
C2	Review documentation on website to check accessibility for parents with English as an Additional Language (EAL).	The school will review formats publicised on its website, in order to ensure it is accessible for parents with EAL.	Completed Summer Term 2018	TBC	Headteacher/ Governors?

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved Premises, Health and Safety Committee

Date May 2021

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENCO