



SHUSTOKE C.E. PRIMARY SCHOOL ~ ACCESSIBILITY PLAN



Autumn 2023 ~ Autumn 2026

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The SEN 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 DDA:

- 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.

This plan sets out the proposals of the Governing Body of Shustoke School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of information to interested parties regarding accessibility

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary every three years.

What do we class as a disability?

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. This also includes specific learning difficulties, hearing or visual impairment.

Who is the plan for?

The plan is for the whole school community, not just specifically for those with disabilities, so that all are aware of correct and future provision.

Audit of correct provision:

- Wheelchair access to main entrance, all classrooms, playground, all communal areas and main hall
- Audible fire alarms for all internal areas
- All classrooms are carpeted to improve acoustics
- Resource areas are available for small group work
- Playing fields are adjacent to the main building and have easy access
- Grounds are all fenced with gates and bolts to increase security
- Provision of disabled toilet which is clearly signposted
- Communication Friendly Environment wherever practicable, use of visual timetables, pictures etc.

Curriculum:

- The enriched curriculum is differentiated by task and outcome and well planned to cater for individual needs
- Children work in ability groups for Literacy and Numeracy with TA support directed at the lower achievers
- Individual Learning Pathways are in place and reviewed on a regular basis, involvement from children and support services is actively encouraged
- Specialist services and resources are accessed when necessary
- Communication between all staff (teaching and non-teaching) is actively encouraged
- A range of IT software is available to enhance opportunities for learning
- One to One support for pupils with ASD
- Special arrangements made for SATS when applicable
- Special resources available to support specific needs such as sissel cushions, shaped handwriting pens, reading pen etc.
- Special provision for children on trips such as extra adult support staff

ACCESSIBILITY PLAN

SHUSTOKE C OF E PRIMARY SCHOOL

Date: 2023-26

Target	Tasks	Timescale	Resources/Responsibility	Impact Evaluation	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> • Review accessibility of ICT • Involve pupils in review of hard & software. • Prioritise new software to purchase. • Train TAs and admin staff on use of new programmes and technology 	On going	<p>Subject Leader time Individual class teachers</p> <p>Staff training in planned meeting</p>	Needs for all are met by next review	<p>Leadership Team SENDCo. Learning Support Coordinator</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. • Complete Sensory audits where applicable • Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. • Review PE curriculum • SENDCo to attend 	Ongoing	<p>SENDCo. All Staff</p> <p>Morning session led by IDS</p> <p>PE S.L</p>	<p>Creative, inclusive learning environment for all member of the school community</p>	<p>SENDCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>PE S.L.</p>

	<p>inset/training around ASD and SENDCo Network meeting for Spelling and Reading support for children with SEND</p> <ul style="list-style-type: none"> • SENDCo to attend regular network meetings 	On going			
Target	Tasks	Timescale	Resources/ Responsibility	Impact Evaluation	Monitoring
Setting suitable Learning Challenges	<ul style="list-style-type: none"> • Small group work/individual activities with TA support to address individual needs and target identified areas for development 	On going	<p>TA timetable</p> <p>Support timetable</p> <p>All staff</p>	The needs of all children are met and progression in attainment is shown	<p>SLT</p> <p>Assessment Coordinator</p> <p>SENDCo.</p> <p>Learning Support Coordinator</p> <p>Class Teacher</p>
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> • Audit participation in extra-curricular activities and identify any barriers. • Ensure school activities are accessible to all students. • Seek advice from IDS re alternative accessible venues for residential trips. 	On going	<p>Training has been received by all staff on the use of EVOLVE (online)</p> <p>Costing for transportation</p> <p>1:1 support from TA or appropriate adult</p> <p>Completion of Evolve (online) prior to any trips or extra-curricular activities</p> <p>PE S.L.</p> <p>EVC training</p>	All who wish to attend the trip will be able to	<p>SENDCo.</p> <p>Learning Support Coordinator</p> <p>SEND Governor</p> <p>EVC</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the</p>	<ul style="list-style-type: none"> • Analyse impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health 	SEND Policy to be	<p>Leadership Team and SENDCo time to review policies.</p> <p>Continue to budget for support</p>	Policies reflect accessibility and inclusion Needs of all	<p>Governors</p> <p>SENDCo.</p>

implications of Disability Access.	Provision in relation to pupils with disabilities. Involve School Council in all reviews. <ul style="list-style-type: none"> • Consult pupils and staff on any proposed changes. • Introduce new policies • Support behaviour and learning needs 	reviewed annually	from EP Service, EIS (as required)	pupils are met and progress is made	Learning Support Coordinator
Target	Tasks	Timescale	Resources/ Responsibility	Impact Evaluation	Monitoring
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> • Review personal evacuation plans if in place • Identify accessible play equipment (School Council involved) • Provision of designated quiet areas 	On going Ongoing On going	Site Manager School Council WES Safety & Premises Person with responsibilities for H&S All Staff	Clear signs throughout school	SLT Governors SENDCo. Learning Support Coordinator
Attitudes To promote positive attitudes to disability	<ul style="list-style-type: none"> • Review PSHE Curriculum and policy - Jigsaw • Review Assembly Programme: widen focus of Different/Same theme • Involve local disability groups in assemblies and visits to school • Regular items for termly newsletter highlighting achievements of pupils with disabilities • Pastoral support or 'Buddy' system scheme 	On going	Subject Leader Subject Leader EIS SENDCo. Learning Support Coordinator	Systems in place are of benefit to the targeted child	Leadership Team and Governors
Newsletters and Information Availability of documents in	<ul style="list-style-type: none"> • Large print and audio formats etc as required. • Monitor uptake of documents in alternative formats • Review accessibility of 	As required On going	Office Manager SENDCo. Learning Support Coordinator	All members of the school community will be able to access	Leadership Team and Governors

alternative formats.	<p>newsletter and letters for parents.</p> <ul style="list-style-type: none"> • Homework information available as information sheets in alternative formats as appropriate. • Use of Communicate in Print software. • Information on school website is monitored and updated 		Use of coloured paper as required	newsletters and information	SENDCo
Handling training for H&S Needs	<ul style="list-style-type: none"> • Organisation of relevant courses to facilitate training for all staff if need arises • Use of epi-pen - refresher training for all staff • Staff trained for dealing with epilepsy • ASD training for SENDCo • Year 6 Health Needs Assessment • Lunchtime Behaviour Course <p>NB:</p> <ul style="list-style-type: none"> • Safer Handling training for all staff • Safeguarding inset for all staff 	As required	<p>Cost of course and supply cover</p> <p>School Health & Wellbeing Service</p> <p>School Health Team</p>	Appropriate staff attend and feel better equipped	<p>SLT</p> <p>SENDCo.</p> <p>Learning Support Coordinator</p> <p>Class Teacher</p>

Additional Information:

- This plan should become less of an independent strategy and more of a thread running through the school
- The plan should also be viewed in conjunction with the Health & Safety and Special needs Policies
- Governors will be kept informed of progress and issues with the plan via the Head Teacher's Report
- The plan will be updated regularly to address future needs