



Accessibility Plan 2024-208

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Church Vale Primary School recognises the following duties that this places upon them;

- 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 make reasonable adjustments to the school buildings, recognising that Grade 1 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Church Vale Primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

Church Vale Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Learning Difficulties and Disabilities Policy as well as Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and ISI inspectors upon request.

Supporting Policies:

Equality Policy

Curriculum Policies

Anti-bullying

Educational Visits

SEND policy

Previous Adaptations made to the school;

- Included a shower room
- Including ramp access to the school
- Providing wheelchair friendly door frames
- Handrails fitted to the disabled toilet
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school trained so that children with medical needs could gain access to the education, eg diabetes, epilepsy, celiac.
- Provision of a disabled parking bay
- Provided steps to enable children to reach sinks/boards comfortably
- Changing facilities in foundation unit
- Staff trained in PEEPS
- Signs and symbols training by TA's
- Clicker 6 training
- Liaise with Fountaindale
- Understanding autism
- Interroception
- Emotional regulation training
- Forest schools Level 3

Access plan 2022 - 2026		Inclusion		Aim: To make reasonable adjustments to remove barriers to learning and ensure that disabled staff, pupils, parents and visitors are not at any disadvantage.		
Priorities for development		Ensure all staff aware of and familiar with DDA, Dyslexia issues and Sign and Symbols communication in print etc to enable communication problems Understanding autism provision/interoception and inclusion strategies Understanding emotional regulation through emotion coaching/ zones of regulation				
Success criteria		Actions addressed and resources in place. Increased staff awareness and improved provision. Children with autism will be catered for and pupil voice will say that they are happy in school Children will be able to self-regulate				
Evaluation methods		Evaluation by Head teacher, SENCO and SEN Governor				
Area	Task	Linked to school aims	Lead Personnel	Resources	Time line	Monitoring

Access to communication	The school continues to use signs and symbols as appropriate. Communication in Print2	See School SDP inline with oracy targets	SENCO	Identified TA to update signs and symbols around school/ visual timetables etc	Ongoing (Long Term)	Head Teacher
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	If needed the school can provide written information in alternative formats. Dyslexia friendly fonts such as "Comic Sans" 14 are used wherever possible.		Head teacher SENCO	TA attended training for pupils with a stammer-support from Chatter - family training Staff Meetings and twilight sessions 2 days cover SENCO (See CPD file)	Spring ongoing (Short Term)	SEN Governor SENCO reports to Strategic Development Committee Termly
Access to curriculum	School will continue to seek advice from Fountaindale Physical Disability Support Service as and when necessary. PE Advice on opportunities for specific named children Access to sports competitions for disabled or special needs children through the Mansfield partnership. Assemblies and workshops organised to increase awareness of pupils. More developed disability awareness amongst staff.	September 2022 LA Sports leader SLT SLT	SENCO Sports leader Sports leader Websites	Funding from Fountaindale PDSS PDSS (See Inclusive Strategies for P E & Sport Folder) PDSS (See Inclusive Strategies for P E & Sport Folder) Lap tops and iPads in classroom support learning Funding curriculum allocations as a priority (See cost code funding)	Whenever needs are identified Ongoing (Medium Term) ongoing	SENCO Head teacher Annual reports to governors. SENCO & Parent Review weekly/monthly

	Use of IT to support children at risk of Dyslexia and dyscalculia to support SEN children Coloured overlays or coloured paper used as appropriate with dyslexic children	ICT curriculum leader SENco	ICT coordinator SENco	Resources - SEN budget allocation Resources - SEN budget allocation	from 2024 Onwards Ongoing	SEN Governor Report to Committee
Access to buildings	Maintain current standards and review/make adjustments where necessary Rails/steps and other equipment to aid children with mobility issues Works to the toilet area in year 2 to allow access. Ramps in year doorway and year 2 doorway to allow walker access Liaise with property and PDSS with regards to access to the	HT HT SENco HT/NCC NCC HT/SENCO/NCC	Site manager Fountaindale ARC PDSS PDSS	H and S review Budget -review of needs of children Property PDSS PDSS	Yearly Yearly July Summer 2024 Autumn term 2024	SEN Governor SENco HT HT HT

	disabled toilet in the foundation area					
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