

CROWMARSH GIFFORD C. E. SCHOOL



Accessibility Policy and Plan 2017

(Updated January 2017)

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Linked to Articles 2, 5, 18, 23, 24 from the United Nations Convention on the Rights of the Child.

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives. Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Introduction

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 the 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 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.

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

Definition of Disability:

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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.’

The purpose and direction of the school’s plan: vision and values

At Crowmarsh Gifford Church of England Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Crowmarsh Gifford Church of England Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- (when applicable) minority ethnic and faith groups;
- (when applicable) children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a small number of pupils on the SEN register but their needs are wide ranging.

As of January 2017 we have children with the following needs:

- Dyslexia (SPLD)
- Speech and language
- Cognition and Learning (C & L - includes Learning Difficulty and Specific Learning Difficulty)
- Communication and Interaction (C& I)

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- Social, Emotional & Mental Health (SEMH)
- Sensory & Physical

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

When it is necessary we take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that, when necessary or appropriate, the school will be well placed for the following:

- Drawing on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner settings (for example Crowmarsh Pre-School).
- Disabled pupils have access to extra-curricular activities.

Action	Strategies	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	FB/KL	As Required	<p>Format of documentation altered appropriately.</p> <p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p>
Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	FB/KL All Staff Responsible	Ongoing	<p>All children may potentially access all aspects of the curriculum.</p> <p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p>

<p>To ensure the school develops children's awareness of disability.</p>	<p>Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities in a positive light. Invite people with disabilities into school: Use opportunities to portray people with disabilities in a positive light: Nic (No Arms, no Legs, ESPN highlights, etc – through collective worship-visiting speakers, i.e. Elizabeth Wright)</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Ensure that adults and children with disabilities are seen as positive role models.</p>
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Crowmarsh Gifford Accessibility Action Plan 2014