



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Policy:	Accessibility Plan 2018 - 2021
Date Reviewed:	July 2018
Next Review date:	July 2021
Reviewed by:	FGB/Federation Principal /SendCo
Type of policy:	Statutory
Location:	School website
Related policies / documents:	SEND policy

Accessibility Plan 2015 - 2018

1. Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Under the Equality Act, schools have a duty to make "reasonable adjustments" for people with disabilities (paragraph 4.13)

This Accessibility plan pays due regard to government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001).

The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to 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 following areas required by the planning duties in the Equality Act:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Since 2002 the Governing Body of the School has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils.

The school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The plan of actions showing how the school will address the priorities over the next 3 years.

The school fully includes all pupils in trips and activities. It is expected that every pupil will join in and make progress both academically and socially and we acknowledge that some pupils may require support to be able to do this.

2. Definitions of Disability which we have used to inform our Plan

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. (Long term meaning more than 12 months).

3. Aims of the Plan

Our school's vision and values help to ensure that:

- All our pupils achieve their full potential.
- We are a fully inclusive school and welcome all pupils regardless of race, ability, language or culture.
- We are equally ambitious for pupils who may have a disability.
- For pupils who have a disability we offer the opportunity to access the full range of opportunities to learn new skills and concepts and to develop their talents.

4. The Purpose and Direction of this Plan

The National Curriculum (2014) is a common entitlement for all pupils. All staff have a duty to ensure that the planning of our curriculum meets the needs of all pupils, this may require modification to programmes of study and methods of delivery. All pupils have full access to additional opportunities that enhance the basic curriculum entitlement. We are committed, in the widest sense, to equality of educational opportunity for all.

We have identified the following priorities for the development of the vision and values which underpin all our work:

- To provide training, as appropriate, to existing staff and with regard to the induction of new staff
- To plan reasonable adjustment to our curriculum and physical environment for pupils with a disability
- To ensure that the policy and plan, along with other appropriate policies, is referred to all pupil induction / transfer meetings
- To ensure that person centred approaches are applied to the planning of provision for pupils with a disability.

5. Information from pupil data and school self evaluation

We are a large school mainly serving the Castle and Newnham wards, although a small number of pupils live in other areas of Bedford. We have an increasing multicultural / bilingual/ EAL population and see the successful inclusion of all pupils as vitally important and desirable. The number of children from low income families

(FSM) is low. We have a number of pupils with special educational needs or a disability, some of whom have an EHCP for:

- Cognition and learning needs
- Physical needs
- Social / communication needs

We maintain a close liaison with all our parents, particularly those listed in the above categories. We also have close links with outside agencies that provide support and advice for the school and many of our families.

Further details of the way in which the School creates increased accessibility to the curriculum for pupils with a disability can be found in the SEND policy, the Local Offer and the SEND Information Report.



Castle Newnham School (Primary)

Accessibility Action Plan 2015 / 2018

Action to be taken / date	Led by	Those involved	Results of action taken
Increasing the extent to which disabled pupils can participate in the curriculum			
SEN pupils to be discussed by SENCO' in order to assess and support their present needs at termly person centred reviews Use of one page profiles across the school.	SENCo	Class Teachers, Parent, TAs dealing with Special Needs, Educational Psychologist, Grey's House, SALT and other outside agencies as appropriate.	Changes to IEPs, ways of working will be made as appropriate including the introduction of person centred approaches and one page profiles. Reasonable adjustments to provision will allow full access to the curriculum and physical building.
Pupils with a disability will have equal access to extended schooling.	SENCo	SENCo, teachers and club leaders	Pupils will be involved in the wider opportunities within the school
Provide appropriate visual aids around d the school for pupils using Makaton and training for pupils and staff on the gestures and their meanings.	Headteacher and SENCo	Leadership Team and consultation with all staff.	Pupils who communicate using Makaton will be able to converse with pupils and staff within the school.
Provide a robust cycle of CPD for staff, particularly new staff, on the needs of pupils with a disability.	SENCo	SENCo and staff	Staff will provide opportunities for all pupils to learn, make progress and engage with activities within the school.
Action to be taken / date	Lead by	Those involved	Results of action taken
Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services			
Annual bids for further funding in order to increase access to the	Headteacher and SENCo	Leadership Team and consultation with all staff.	Bid submitted by January of each year

building and school grounds and also to allow access to the school curriculum.			
All staff will be aware of statutory guidance on manual handling and continence as detailed in the 2015 policies in line with safeguarding policies.	SENCo	SENCo and staff	Staff will be able to fully support the physical needs of pupils in line with safeguarding legislation.

Improve the availability of accessible information to disabled pupils			
SEND section of school website.	Headteacher and SENCo	Leadership Team and consultation with all staff.	Up to date information on relevant events for parents and links to outside agencies who provide support for families
Home school, one page profiles, school website, person centred review meetings e-mails, drop in sessions, coffee mornings to provide a forum for discussion and an opportunity for the SENCo and staff to communicate with parents and families of pupils with a disability	SENCo,	SENCo, teachers and TAs	Close links between school and home, families will have a voice in the process of reviewing and designing provision for children with a disability.