

Offenham CE First School



Disability Equality Scheme and Accessibility Plan 2023-26

1. Schools' Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

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

According to the Act

- a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- 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. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

Schools Aims

At Offenham CE First School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Offenham CE First School aims:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued

-To nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally

-To secure an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) and / or disabilities

In drawing up this Accessibility Plan the school set the following priorities:

-To provide safe access throughout the school for all school users

-To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

-To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

As stated above, Offenham CE First School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

-Disability Equality Scheme

-Special Educational Needs

-Equal Opportunities

-School's Special Educational Needs & Disabilities (SEND) Local Offer

-Safeguarding Policy and arrangements

-Health & Safety policy

-Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice which supports this duty

The school is committed to inclusivity and has a proven track record of supporting children with disabilities and special needs.

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Offenham CE First School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with outreach services, health professionals and Educational Psychology Service, the SENCo manages the process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and Paediatricians

The school's governors, teachers, teaching assistants and lunchtime supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Physiotherapy

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Access to Early Help and other agencies
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe

-Access to all extra-curricular activities and clubs, visits and residentials, instrumental music tuition and appropriate risk assessment

-Advice and support from the school nurse team

-Paediatric first aiders

-Outdoor learning

-Use of diagnostic assessment

-Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions:

-improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access.

In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

Review and Implementation

The Accessibility Plan is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly.