



CAVERSHAM PARK PRIMARY SCHOOL

Accessibility Plan 2024 - 2027

Introduction

Caversham Park Primary is an inclusive community that focuses on the wellbeing and progress of all children and where members of our community are of equal worth. The school is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Legislation

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of January 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled children can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled children are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled children, so information is as available as it is for children who are not disabled.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against children because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Objectives

The objectives of this plan are:

- To ensure all disabled children are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled children and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled children.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled children.

This Accessibility Plan should be read in conjunction with the following school policies:

- Behaviour Management Policy
- Equality Policy
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs and Disability Policy

Responsibility for implementation

- All staff are responsible for identifying and removing barriers to learning for disabled children.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENDCO is responsible for ensuring that all current children’s needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled children’s needs.

The Accessibility Plan will be published on the school website and it will be monitored through the Governing Body. If an issue is raised in relation to the plan, concerns should be raised with Head Teacher in the first instance. Any further complaints should be addressed to the Governing Body.

The plan may be monitored externally by Ofsted during inspection processes.

Review

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every year. The views of disabled children and parents will feed into the review.

Policy Date	Review Date	Review Committee
March 2024	March 2027	Full Governing Body

Aims and Objectives

Aim 1: Ensure access to the curriculum for children with a disability

Current good practice at Caversham Park Primary School	Children with SEND (special educational needs or disability) are given access to the curriculum supported by the school's SENDCo and in line with the needs of the individual. Every effort is made to educate children with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo consults the parents/carers about proposed flexible arrangements.				
Objectives	Strategies	Success Criteria	Person Responsible	Date to complete actions by	Evaluation of objective
Ensure the school maintains an awareness of disability	<p>Children are taught positively about diversity in our school community and all are valued for their strengths.</p> <p>Resources are carefully chosen to include positive images of people with disabilities</p> <p>Seek advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, Educational Psychologist) on how to adapt the curriculum and teaching strategies for individuals.</p>	<p>Children feel valued and included in the school community. Children feel able to share openly and honestly</p> <p>Resources are accessible and represent a wide variety of lives</p> <p>Tasks and activities are differentiated well, taking into account a variety of learning styles and needs</p>	<p>All Teaching & Support Staff</p> <p>Subject Leaders</p> <p>SENDCo</p>	On going	

<p>Ensure children have the tools to be able to access the curriculum</p>	<p>When the curriculum is established, individual needs are considered; i.e. use of iPad for visually impaired child</p>		<p>Teaching Staff & SENDCo</p>		
<p>Ensure children have full access to trips and extra-curricular activities</p>	<p>Plan trips and activities taking account the needs of individual children</p> <p>Risk assess using Evolve</p> <p>Provide support for children to access after school activities</p>	<p>Trips accessible for all</p> <p>Risk assessments appropriately matched to trips and residential All children welcome to participate</p> <p>After school activities are accessible to all</p>	<p>Teaching Staff</p> <p>Office Staff</p> <p>Teaching and Support Staff</p>		
<p>Ensure staff are appropriately training</p>	<p>Ensure staff are able to identify and support children with disabilities</p> <p>Classroom Support Staff have access to specific training</p> <p>Ensure all staff can differentiate the curriculum and have access to SEND resources</p>	<p>Staff have a thorough understanding of disabilities</p> <p>Range of high qualities resources available to support inclusion</p>	<p>Headteacher</p> <p>Deputy Headteacher & SENDCo</p> <p>SENDCo</p>		

To ensure that disabled adults are considered equally during recruitment process	<p>individuals who require support in reaching a place of safety in the event of an emergency.</p> <p>Welcome all applicants for teaching, governor and support roles</p>	Open application procedure in place	Headteacher/ School Business Manager		
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Aim 3: To improve the delivery of written information to children and parent/carers

Current good practice at Caversham Park Primary School	Teachers and Support Staff consider the needs of each SEND child and provide accessible learning resources for them. Each classroom has an Interactive Whiteboards and iPads are available to all year groups.				
Objectives	Strategies	Success Criteria	Person Responsible	Date to complete actions by	Evaluation of objective
To enable improved access to written information for children, parents and visitors	<p>Meeting with parents/carers who are new to the school</p> <p>Range of communication methods to contacts parents such as text messaging and email</p> <p>Meetings with Parents/Carers to ensure understanding and provide tools to support children with disabilities and their families</p>	Everyone has equal access to information from the school	SENDCo Teachers	On going	