



# Le Cateau

## Community Primary School

### ACCESSIBILITY POLICY AND PLAN

November 2024 – November 2027

The purpose of this plan is to show how Le Cateau Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Definition of Disability**

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 Disability Discrimination Act, 1995 definition of disability.

#### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Governing Body of Le Cateau Community 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 so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

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 (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits);
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education);
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils). Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Le Cateau Community Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other members of the school community positively, wherever possible and takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

School is accessible by wheelchair users. School have accessible disabled toilets at ground level. Classrooms can be accessed by ground levels. Handrails are installed near steps internally. There is a lift to navigate the internal steps between Block 1 and the main building, the Main Building and the EYFS as well as accessing the New Block and The Retreat. There are external steps to access the Year 6 building, fitted with handrails. There is a dedicated disability car parking space within the school car park.

### **Current Range of known disabilities:**

At present we have no wheelchair dependent pupils or members of staff. One parent requires wheelchair access from time to time. A school based volunteer uses a walking frame and requires lift access.

The school has children with a range of disabilities which include learning disabilities and medical conditions. We also have a child with a hearing impairment.

## Accessibility Plan 2024-2027

### Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning is critical to the aims of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed-age, inclusive classes. It is central to our ethos that all children are enabled to participate fully in the broader life of the school. Therefore, all children have always been permitted to attend after school clubs, leisure and cultural activities and educational visits which are appropriate for their age.

Targets	Strategies	Outcome	Timeframe
<b>Equality and Inclusion</b>			
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going
<b>Access to the Physical Environment</b>			
To create access plans for individual disabled pupils as part of their IPM when required.  Be aware of staff, governors and parents access needs and meet as appropriate.	Ensure that school are aware of any needs of prospective pupils, staff, or parents so that appropriate plans can be developed to support them.  Consider access needs during recruitment process.  Where necessary, apply for Emergency funding to accommodate pupil's needs (within 6 weeks)	IPMs and or Care Plans in place for disabled pupils and all staff aware of pupils needs.  All staff and governors feel confident their needs are met.  Parents and pupils have full access to all school activities.  Access issues do not influence recruitment and retention.	SENDCo and Head Teacher.  As required Induction and on- going if required.
Improve external and internal access to the environment for everyone.	Remove trip hazards. Keep corridors clear. Complete termly monitoring of the accessibility of the environment as part of health and safety reviews.	Ongoing maintenance and premises management.	Ongoing-reviewed termly. SENDCo, Head Teacher, Governor responsible for health and safety.
<b>Access to the Curriculum</b>			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and audit staff knowledge and skills.	Teaching staff are able to adapt the curriculum effectively for the needs of all learners so that they are able to participate fully in school life and achieve.	On-going-dependent on pupil needs.

		TA's are able to support all children to build their independence and access the curriculum.	
To ensure that all children continue to be able to access all activities offered as part of the wider curriculum. E.g. clubs, trips, residential visits etc.	Review wider curriculum provision including the out of school offer to ensure compliance with legislation. Ensure that the needs of the children are the primary focus when planning trips, visitors to school, or developing out of school provision.  Risk Assess visit using information provided by venue and preliminary visit. Ensure venue is suitable for all pupils. Put in place measures to reduce risk such as additional one to one support if required.	All children will continue to be able to access the full curriculum offer. Experiences will be tailored to ensure that children's individual needs are met.  All providers of out-of- school education will comply with legislation to ensure that the needs of all children are met.	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. paper to support handwriting, wobble cushion, apps to support.	Children will be able to access a personalised curriculum to support them to make accelerated progress. Children will develop independent learning skills, increasing their confidence.	Ongoing- dependent on pupil needs. Reviewed by SENCo following pupil progress meetings.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time etc. will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually
<b>Access to Written/Other Information</b>			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. School administrator will support and help parents to access information and complete school forms. Information to be provided in another language when required.	All parents receive information in a form that they can access. All parents are aware of and can respond to information from school.	Ongoing- as needed.
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Adjustments to be made whenever possible to support parents to attend the meetings in school. Staff to hold parents' evenings virtually and to share children's work with families.	Parents are informed of children's progress.	Termly

To ensure all staff are aware of guidance on accessible formats	Staff CPD on dyslexia and accessible information, resources, and teaching practices.	Staff able to support pupils with dyslexia leading to improved self- esteem and pupil outcomes.	Ongoing.
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**Implemented: November 2024**

**Monitored by: Claire Whitby (SENDCO), Ian Mottram (Headteacher) and the Full Governing Body**

**Next Review: Summer 2027**