

Churchstanton Primary School

Accessibility Plan

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act of 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.

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination'-e.g. Refusing admission to a student because of disability
- 'indirect discrimination'- e.g. Only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability' -e.g. A disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment'-e.g. a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation-e.g. suspending a disabled student because they've complained about harassment

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features- e.g. creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment).

Since September 2002, the Governing Board 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 Board of Churchstanton School to increase access to education for disabled pupils in the three areas required by 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 the action plan showing how the school will address the priorities identified in the plan.

1A The purpose and direction of the school's plan; vision and values

At Churchstanton Primary School we believe that each child should develop the key values of;

- Life Skills
- Emotional Literacy
- Spiritual literacy

These are core to our school, therefore for all our pupils we want to;

- Provide access for all pupils to the whole curriculum
- Include every child in every activity
- Remove physical barriers (as far as is possible in our building) to a child's learning
- To give equal opportunities to all the school's ambitions for its disabled pupils

1B Information from pupil data and school audit

We have no registered disabled pupils within the school but are aware of those with different types of learning disabilities. We are therefore attentive to the need to plan for the school to be as accessible to all as far as it can be.

All children are able to access all areas of the school if they are physically able. For the younger children and those on the autistic spectrum stairs and steps can present a difficulty. Staff are aware of the need to be sensitive with these pupils and to modify their classrooms as needed to cope with their needs.

The physical environment of our school causes it's own unique problems but consideration would be given to every case to find ways around access to our building.

The curriculum is/will be modified to accommodate the needs of disabled pupils e.g. providing an adult to oversee the medical needs of a child, by enlarging work for the visually impaired and by whatever means are needed to allow the full curriculum to be accessed by such children. The outcome for disabled pupils are tracked to ensure that they make expected progress, which will vary according to their disability. We ensure that the extra-curricula activities are available to them wherever possible.

The school has set the following priorities for the accessibility plan;

- To ensure that necessary resources and equipment are available for the pupils with disabilities
- That training is given to teachers and support staff to support such pupils
- To ensure clear channels of communication with the pupil's parents/guardians/carers

The school and Governing Board has set the following priorities in respect of the plan

- To be as inclusive as possible for all disabled pupils
- To meet regularly with the parents/cares of such children to ensure that their needs are met
- To ensure that as many areas of the school as possible are accessible to disabled children