



Cleobury Mortimer Primary School

Disability Equality Policy and Accessibility Plan

Statement of intent

Cleobury Mortimer Primary School is committed to providing an accessible and inclusive environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, cultural, spiritual, social, and emotional needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Cleobury Mortimer Primary School will challenge negative attitudes about disability and accessibility whilst developing a culture of awareness, tolerance and inclusion. We will foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014

- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following Trust/school policies and procedures:

- Equal Opportunities Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Positive Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Inclusion

To achieve an inclusive school for *everyone* it is important that all users of our school have chance to voice their thoughts. We have consulted staff, parents, guardians, governors and other users of the school.

We appreciate the range of views from all users of our school. This will help us to remove barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes:

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.

- Improving everyone's awareness of this policy – through training and 'awareness raising' – so that staff and pupils are proactive in including disabled people in every aspect of school life.
- Improving communication between home and school.

Roles and responsibilities

Staff members will act in accordance with the school's Disability Equality Policy and Accessibility Plan at all times.

The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility. The governing body will be responsible for monitoring the Accessibility Plan and will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague. The headteacher and SENCo will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary. During a new pupil's induction, the headteacher and SENCo will establish whether the pupil has any disabilities or medical conditions which the school should be aware of. The headteacher and SENCo are then responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher, governing body and SLT will work to effectively create and implement the school's Accessibility Plan. The SENCO will work closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010 and designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Special Educational Needs and Disabilities (SEND) Policy. It will demonstrate how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in March 2026. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will also be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The Disability Equality Policy and Accessibility Plan will be published on the school website.

The school will collaborate with the LA in order to effectively develop and implement the plan where pupil placement requires additional provision that is not readily available (such as auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities) and an access audit will be undertaken by the governing board and SENCO every year.

Equal opportunities

At Cleobury Mortimer Primary School, we strive to ensure that all existing and potential pupils are given the same opportunities. The school is committed to developing a culture of inclusion, support and awareness and staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with the Admissions Policy and will apply the same entry criteria to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils in order to facilitate advanced planning and the

prospective parents of pupils with an Education, Health and Care Plan, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments, so the school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress. The children are taught using a variety of teaching and learning methods and ICT may be used as an aid where appropriate for pupils with a specific difficulty. Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. Support systems are available to make sure pupils who need special arrangements to access assessments (such as extra time, readers, modified tests and enlarged test papers etc) have this provided.

Class teachers and the SENCO will work together to write a pupil's Plan, Do, Review for pupils with SEND, following the graduated response model. Advice is sought from Educational Psychology, Autism Outreach, Speech and Language Therapy, Physiotherapy and Occupational Therapy as well as other outside agencies to inform staff of the best ways to provide 'reasonable adjustments' and to allow all pupils to reach their full potential. The SEN register is kept up to date.

The class teacher and SENCo, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. There are established procedures for the identification and support of pupils with SEND in place at the school and detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching. Teaching assistants are sometimes deployed to implement specific literacy, numeracy and speech programmes and external agencies will provide any relevant training or resources that are required e.g. large print reading books, specialised chairs and equipment.

Physical environment

Our school offers acceptable access to disabled users. At present our school building is:

- Built on one level and has provision for people with mobility difficulties to ensure they can get around easily. There is a marked space for car users who need to park close to the building.
- We have toilet facilities which are suitable for people with disabilities. Consideration has been made when choosing lighting, floor covering and ventilation. There are also provisions for nappy changing.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/ staff and users of the school.

- We will review mobility and access issues relating to the building each year at the Governors' Premises and Health and Safety committee. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

There are no parts of the school to which pupils with disabilities have limited or no access to.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENCO. Equality impact assessments will be undertaken as and when school policies are reviewed.

Approved/Ratified By	Full Governing Body	Date: March 2023
Review Date	March 2026	

Cleobury Mortimer Primary School Accessibility Action Plan 2023

Access to and participation within the curriculum: To increase the extent to which disabled pupils can participate in the curriculum.

Our aim at Cleobury Mortimer Primary School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for all current pupils, and prospective pupils, with a disability.

Area to maintain, develop or improve	Action	Resources	Responsibility	Timescale	Monitoring
To liaise with Nursery and pre-school providers earlier and more frequently to review needs of potential intake for September	To identify pupils who may need additional to or different provision for the September intake	Teacher time	Headteacher EYFS Lead SENCo	Summer term prior to entry	Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision Learning walks
Improve access/transition arrangements for Primary Hub pupils to Lacon Childe SEND Hub.	To liaise with Lacon Childe Secondary Hub to discuss remit and consider adaptations to accommodate primary Hub pupils needs.	Time	SENDCo Link Governors	By Sept 25	Transition for children in the Hub is smooth and with adequate and appropriate resources and provision.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time The Equality Impact Assessment Framework.	Headteacher Governors	On-going	All policies reflect inclusive practice and procedure

Ensure all disabled people can be safely evacuated from building.	<ul style="list-style-type: none"> • Ensure there is a personal emergency evacuation plan for those children who need one. 	SENCo time	SENCo Headteacher Fire Wardens	Ongoing	Staff and children with a disability will have appropriate fire safety plan in place.
To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel: E.g Epipen training, Administration of diabetes drugs	Time	Headteacher All staff involved with identified children	On-going Auto-injector and Asthma training completed for whole sch staff Sept 23 Diabetes training completed for key named staff	Children's needs met.
To ensure full access to the curriculum for all pupils	<ul style="list-style-type: none"> • CPD for staff involving outside agencies where necessary • Providing a differentiated curriculum as necessary with appropriate resources, e.g. visual communication systems for pupils with ASD • Use of interactive ICT equipment • Specific equipment sourced from specialist education or health services. • Ensure Hub pupils have access 	Time Purchase of specialist equipment Cost of training	Headteacher All staff involved with identified children	On- going	Advice taken from specialist education and health services and strategies evident in classroom practice and personal plans as appropriate

	to peer group learning where appropriate.				
To ensure progress of all pupils with disabilities	<ul style="list-style-type: none"> • SENCo and class teacher meetings School Plan Do Review plans written by class teachers following the graduated response. • Pupil progress meetings • Scrutiny of assessment system • Regular liaison with parents • Involvement of key professionals as appropriate 	Time	All staff	Termly	Pupils make progress towards agreed targets
To promote the involvement of disabled pupils in their learning	<p>We aim to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> - Wheelchair access - Support for visually impaired children - Support for hearing impaired children - Opportunities for sensory integration - Individualised resources in order to motivate and aid the learning process. 	Time Purchase of equipment as necessary	All staff	On-going	Multi-sensory activities evident in teaching and learning
To ensure all pupils are	Playground Buddies encourage all	Time	All staff	On-going	Feedback from pupils

included at playtimes	children to be involved. A range of play equipment is provided for all children to use Playground rules are devised in collaboration with the School Council Lunchtime supervisors are trained in playground games and make effective use of playground buddies.	Equipment if needed	Pupils	training in playground games	and lunchtime supervisors
To enable all children to experience and participate in school visits and residential trips	Choose visits, sites and transport that are suitable for all children with reasonable adaptations or support.	Time Cost of staff to support disabled pupils as necessary	Headteacher Governors Teaching staff	On-going	All pupils participate in visits
Review curriculum subjects and planning to ensure disability & inclusion are taken into consideration.	Subject Leaders to detail support for pupils with additional needs in the 4 areas of SEND.	Subject Leader time	Subject Leaders	Completed March 23	Subjects include provision for SEND pupils. SEND pupils achieve in line with peers. All teachers are aware of subject specific SEND support in the 4 areas of need.
Governors informed of needs of children across the school	Governor Meetings SENCo liaises with SEND governor	Time	Headteacher SENCo SEND Governor	On-going	Governors have information needed to ensure through monitoring of pupil progress

Access to the physical environment : To improve the physical environment of the school to enable disabled pupils to participate fully in all learning opportunities and activities the school has to offer

To continue improving the physical environment of the school and buildings	A) Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings. B) Liaising closely with Occupational Therapy to advise adaptations for identified staff and pupils	Cost of adaptations or improvements to the buildings and grounds Time	Headteacher Governors SENCo	On-going	Review meetings for pupils with disabilities Feedback from all school users
To ensure access to building by wheelchair users	To fit an access door button to front door.	Cost	Premises team	Summer	All visitors, staff and pupils have independent access to the building
To ensure driveway, paths and play areas around the school are as safe and accessible as possible	Site manager to inspect areas in line with health and safety regulations. All staff report any damage		All staff Premises Team	Ongoing	Easy access enabled for all persons, including disabled persons
To provide disabled parking for visitors	Staff, Parents and Visitors are informed of the need to keep this area clear for disabled persons use at all times. Is this the best space?	Audit	SENCo/premises team	Summer	Easy access enabled for all disabled persons
To resource Hub toilets effectively and inline with Legal Requirements.	Pupil numbers up to 8 for 1 toilet. Site manager to inspect provision and check requirements in order to offer	Costs – quote for works following assessment.	Premises Manager	Summer	Hub pupils have appropriate access to toilet and changing

	improvement and development plans.				facilities.
To provide a visually stimulating and accessible learning environment for all children	Clear fonts used on displays in the classrooms and shared areas. Neutral backgrounds used on Interactive Whiteboards with easy to read fonts, e.g. comic sans Careful consideration given to layout to ensure Dyslexia friendly	Time Cost of materials	Teaching Staff	On-going	All children can access visual displays
To provide clear and accessible reading resources to pupils in class	Clear fonts used. Careful consideration given to layout to ensure materials are Dyslexia friendly. Provide tinted reading windows to aid pupils with visual stress as appropriate	Time Cost of materials	SENCo Staff	On-going	All pupils can access reading materials
To ensure pupils can access assessments	Support systems are available to make sure pupils who need special arrangements to access assessments, such as extra time, readers, scribe, modified tests and enlarged test papers have this provided.	Cost of staff supporting	SENCo Teaching staff	On-going	All pupils can complete assessments so that their progress is tracked accurately
To ensure all pupils can eat lunch in school	Adult support and supervision provided in the dinner hall as necessary. Adapted cutlery or cups provided if needed. Provide a quiet environment for eating if pupils have sensory difficulties	Space Cost of support staff	SENCo All staff	On-going	All pupils eat lunch in school

<p>To ensure Personal Evacuation Plans are in place for those children who will need support to evacuate in an emergency.</p>	<p>To liaise with external agencies and parents to write Personal Evacuation Plans for those pupils who need additional support to safely evacuate the building in an emergency.</p>	<p>Time</p>	<p>SENCo Teaching staff Teaching Assistant External agencies Parents</p>	<p>Ready for September 2020</p>	<p>All pupils can exit the building safely in an emergency situation.</p>
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