

Disability

Section 1 of the DDA (1995) states that “a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities”.

Introduction

Utkinton C.E. Primary School is a smaller than average rural primary school which serves, predominantly, the local area with a number of pupils coming from slightly further afield. There is a higher than average percentage of pupils with SEND.

Utkinton C.E. Primary School has recently undergone extensive building work to reconfigure and add to the layout of the school. This has led to the addition of a school hall, purpose built EYFS Classroom, larger office area and two intervention spaces as well as enabling improvements to be made to some of the existing classrooms.

At Utkinton C.E. Primary School, we are committed to providing an accessible and engaging environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, inclusion and support within our Christian environment.

Aims of the Plan

Outline relevant actions to, over time:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as those without a disability. This covers the teaching and learning and wider curriculum of the school, such as, participation in leisure, cultural and religious activities or school visits. It also includes the provision of **specialist aids and equipment** which may assist pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. For example, hand-outs, timetables, books and information about the school, policies and events. Information should take account of the individual's disabilities and preferred formats and be made available within a reasonable timeframe.

Possible Accessibility Issue	Current Position/Strategies	Actions Needed	Timescales	Responsibilities	Monitoring
Is the curriculum designed to allow equal access to learning opportunities?					
Pupil attainment	Progress and attainment data is analysed as part of Pupil Progress Meetings after each assessment period. Information gathered at these meetings is used to inform interventions and considerations around the use of Pupil Premium and SEND support/applications for additional funding. <ul style="list-style-type: none"> Pupil Progress meetings. Tracking of cohorts/specific groups. Pupil Premium expenditure and impact tracking. 	Headteacher to organise these as required.	After each assessment period. Annual reports to be published online.	SLT, SENDCo and Class Teachers. Headteacher.	SLT and Governors.
	Moderation of assessment judgements. <ul style="list-style-type: none"> In school moderation with Senior Leaders of Education supporting. Possible external moderation for EYFS, Year 2 and Year 6. 	Arrange and cascade dates.	As part of each assessment period with additional support as opportunities arise. Summer Term.	Headteacher and Class Teachers. Local Authority.	SLT and Governors.
Curriculum content	Curriculum content is appropriate, stimulating and accessible for all.	Review of curriculum content and coverage.	Ongoing as of Summer 2019.	Headteacher and Subject Leaders.	SLT and Governors.
	Training to ensure that all staff are confident in delivering a quality curriculum to all pupils regardless of ability or disability.	Training to be sourced or provided for staff as appropriate.	Ongoing as necessary.	Headteacher and SENDCo.	SLT and Governors.
	All teachers provide differentiated planning, resources and activities to meet the needs of all pupils in the classroom. Any advice from outside agencies (SALT, OT, CEP) is implemented in class or via interventions/additional support.	Regular book monitoring and Learning Walks or lesson observations.	As per monitoring cycle.	Headteacher to coordinate.	SLT and Governors.
Meeting the needs of pupils with identified SEND	All children with identified SEND are provided with the appropriate support and/or interventions, differentiated equipment or access to specialist provision.	Staff to access training delivered by the Autism Team, Rest Easy Approach and in identified specialist areas as necessary.	Training booked to take place throughout the year.	Headteacher and SENDCo to coordinate.	SLT and Governors.
	Termly targets are set as required and these will form part of the Child Profiles as required.	SENDCo and Teachers to complete and share with parents/carers and professionals as required	Establish as required and review at least termly.	SENDCo and Class Teachers/Key Workers.	SLT.

	School seeks support and advice from all relevant professionals/agencies as appropriate.	SENDCo completes relevant referral paperwork alongside staff.	As necessary.	SENDCo.	SLT.
	The SENDCo and Class Teachers/Key Workers complete paperwork as required for any EHCP applications or reviews alongside parents/carers and pupils.	Class Teachers to take the lead in completing paperwork relevant to their class.	As necessary.	SENDCo.	Headteacher.
	Specialist support in the following areas is provided as appropriate for individuals: <ul style="list-style-type: none"> • ELSA sessions. • Specialist Dyslexia Teaching. 	Children access this support as necessary. However, there is a waiting list due to capacity.	As necessary.	SENDCo, Headteacher and specialist staff.	SLT and Governors.
Meeting the needs of pupils with EAL	Pupils with English as an additional language receive support and differentiated resources as appropriate.	<p>Communication with outside agencies as appropriate, i.e. translators.</p> <p>Provide information in other languages.</p> <p>Increase resources to support pupils who have EAL.</p> <p>Build links with parents/carers and extended families to further develop learning about different faiths and celebrations.</p>	Ongoing as necessary.	Headteacher to coordinate.	SLT and Governors.
Curriculum access	All pupils are provided with opportunities to access the full school curriculum through: <ul style="list-style-type: none"> • Staff being aware of any adaptations that may be needed. • Highly differentiated lessons and activities. • Provision of appropriate resources. • The appropriate deployment of support staff. • Targeted interventions. 	Replace, renew and add to resources as necessary.	Ongoing according to the pupil and class needs.	SLT, SENDCo, Subject Leaders and Class Teachers.	SLT and Finance Committee.
	Support is provided for all out of school learning opportunities, including residential visits: <ul style="list-style-type: none"> • Site visits prior to activities to carry out the necessary checks and adjustments. 	Gather information on accessible PE and disability sport.	Ongoing.	PE Subject Lead. PE Subject Lead.	SLT and Governors.

	<ul style="list-style-type: none"> Comprehensive risk assessments are carried out with measures put in place to minimise any hazards/risks as necessary. High adult to pupil ratio during out of school activities such as trips, residential and swimming lessons. Administration of medication. Modification of activities and, where reasonable adjustments can be made, accommodation and transport. 	<p>Review the PE curriculum to explore if there is the possibility of inviting disabled sports people to come into school.</p> <p>Review before and after school provision to meet the needs of the school community, e.g. support for children who require 1:1 support within the school day.</p>	<p>Ongoing – look to develop a cycle.</p> <p>As needs arise.</p>	Headteacher.	
	School policy is to use a dyslexia friendly joined cursive style of writing and all work is printed on cream paper (unless a child requires a particular coloured paper). We also provide coloured overlays or coloured paper exercise books as required to support pupils with visual difficulties or dyslexia.	SEND is taken into account when deciding upon seating plans, i.e. to reduce the glare from windows or for those who need to be seated nearer to the whiteboard.	Ongoing.	SENDCo and Class Teachers.	SLT.
Communication with parents/carers	School uses the teachers2parents text and email as the main form of communication, unless parents/carers request otherwise. All documents are available on the school website.	School to provide printed copies of documents/letters on request and use alternative means of communication where necessary.	Ongoing according to the needs of the school community.	Headteacher and Admin Officer.	SLT and Governors.
	School uses the School Money system for payments.	Parents/carers still have the option of making payments via the school office.	Ongoing.	Admin Officer.	Headteacher and Finance Committee.
	Parents/carers are encouraged to let school know if they require any support with filling in forms – appointments with the appropriate members of staff can be made via 01829 732 322 or admin@utkintonce.cheshire.sch.uk		As required.	SLT/Admin Officer.	Headteacher.
Is the building designed to meet the needs of all pupils, staff, parents and visitors?					
Parking	<p>Parking at school can be quite limited as there is only a small designated area within the school grounds therefore parents/carers are asked to park considerately on the road, unless otherwise agreed with the Headteacher.</p> <p>Disabled parking is in the driveway leading up to the Main Entrance of the school.</p>	Review the provision for disabled parking as necessary.	Ongoing.	Headteacher and Site Manager.	Headteacher and Governors (Premises Committee).

Access to the building	There are two main points of entry: The Pupil Entrance which is accessible out of school hours and locked during, and the Main Entrance which is situated at the rear of the building – this is accessible via the main road and provides wheelchair access to the playground.	Review and adapt as appropriate according to the needs of the school community.	Ongoing.	Headteacher and Site Manager.	Headteacher and Governors (Premises Committee).
Layout of the school to enable access to all areas of the building	The school is all on one level with no stairs. Corridors are of a suitable width to allow people to move around easily. There is a disabled toilet near to the Main Entrance/Office.	Should the need arise, the school building would be adapted as necessary, i.e. classroom allocation could be reviewed and, where possible and reasonable, building alterations made.	As need arises.	Headteacher and Site Manager.	Headteacher and Governors (Premises Committee).
Signage	The signage in and around school is of a clear and easy to read text.	This is continually reviewed to ensure it meets the needs of the school community.	As need arises.	Headteacher and Site Manager.	Headteacher and Governors (Premises Committee).
Safe evacuation	There are numerous ways of exiting each room in the event of an emergency. Fire procedures are reviewed on a regular basis and displayed clearly on yellow paper in each area of the school – Class Teachers go through the procedures with their class every term and fire drills are carried out. Fire alarms are tested on a regular basis. All visitors are required to sign in and out of the building and this record is taken out along with a copy of each class’s registration list in the event of a fire.	Individual evacuation plans to be put in place as necessary. Review fire procedures annually or as the need arises. Continue with scheduled checks.	As need arises. Annually. Termly drills. Weekly by school and 3-monthly by contractor.	Health and Safety Lead and Site Manager. Admin Officer.	Headteacher and Governors (Premises Committee).
ICT equipment	All classrooms are equipped with the ICT resources required to enhance teaching and learning for all, e.g. large interactive screens.	Equipment is replaced as necessary – a rolling programme for replacing/replenishing equipment to be established.	As required.	Headteacher and ICT Lead/Support.	Headteacher and Governors.

Monitoring and Implementation:

	Laptops are loaded with relevant software to enable them to access the curriculum and upskill them in a particular area, e.g. Nessy Fingers.	Ensure that software is installed on appropriate machines and that children are set up with their log-ins. Explore suitable options to support children who have difficulties with recording work.	Ongoing as new software is purchased or as need arises. January 2019 onwards.	ICT support, in consultation with Headteacher, SENDCo and Subject Leaders. Headteacher and SENDCo.	SLT and Governors.
	Text font and colour used is dyslexia friendly and of a suitable size – children who struggle with reading text off a screen are provided with printed copies of text.		Ongoing.	Staff.	SLT.

Utkinton St. Paul's C.E. Primary School will work in close partnership with the Local Authority and other professionals/agencies as appropriate.

This Accessibility Plan will be published on the school website and should be read in conjunction with the following documents:

- Equal Opportunities and Diversity Policy.
- Health and Safety Policy.
- Special Educational Needs and Disabilities Policy.
- Behaviour Policy.
- Strategic School Development Plan.
- Asset Management Plan.

The Senior Leadership Team and Governors will monitor, review and amend the Accessibility Plan annually in order to ensure impact.

This plan was reviewed in November 2019 in consultation with staff and governors.