



Name of Policy	Accessibility Plan <i>(adapted from The Key model policy)</i>
Approved	November 2022
Date to be reviewed	November 2023
Governor Committee	Resources
Key Member of staff	Business Manager
Statutory	Yes

Duxford Church of England Community Primary School is committed to the safeguarding and protection of children and young people, and requires all staff and volunteers to share this commitment.

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1. Introduction

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

In 2006, the “disability equality duty” came into force, as introduced by the Disability Discrimination Act 2005. This puts a general duty on public authorities – including schools and further and higher education institutions – to promote disability equality. Regulations published under the Act put a specific duty on public authorities to prepare and publish a disability equality scheme which gives details of how disability equality is being promoted. Schools must have regard to the need to:

- promote equality of opportunity between disabled and other people;
- eliminate discrimination and harassment, promote positive attitudes to disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people’s needs, even if this requires more favourable treatment.

A number of Codes of Practice provide details on how to meet these duties:

- The Duty to Promote Disability Equality: Statutory Code of Practice: England and Wales
- Schools and the Disability Equality Duty in England & Wales
- Codes of Practice (revised) for providers of post-16 education and related services (available from the Equality and Human Rights Commission)

2. Definition of discrimination against disabled pupils and prospective pupils

According to the Disability discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001, a responsible body discriminates against a disabled person in education if (section 28B(1)):

(a) for a reason which relates to his disability, it treats him less favourably than it treats or would treat others to whom that reason does not or would not apply; and

(b) it cannot show that the treatment in question is justified.

The Act states that in failing to take a particular step, the responsible body does not discriminate against a person if this was because it did not know that the person was disabled (section 28B(3) and (4)). Less favourable treatment is justifiable if it results from a permitted form of selection or if the reason for the failure is “both material to the circumstances of the particular case and substantial” (section 28B (6) and (7)).

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. 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, which 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, which 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, e.g. handouts, 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.

Duxford CofE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, 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.

3. Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA): "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".

4. Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

5. Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy

2. The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an accessibility plan

3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

6. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils")

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. (See checklist on page 30 of DfES Guidance.) Pupils and staff with Special Educational Needs or disabilities will be assessed with regards to additional assistance with any aspect of emergency evacuation. A personal Emergency Evacuation Plan (PEEP) will be created and shared with parents and appropriate staff members to ensure prompt and safe evacuation should it become necessary.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from the front office. (See checklist on page 30 of DfES Guidance.)

7. Action Plan

See attached (Appendix 1)

8. Linked Policies

This Plan will contribute to the review and revision of related school policies, for example:

- a) School development plan
- b) Health & Safety Policy
- c) Admissions Policy
- d) SEND policy
- e) Equal opportunities policy
- f) Curriculum policies.
- g) Fire evacuation procedures
- h) Site Security Policy
- i) Supporting pupils with medical conditions

The audit forms part of the Single Equality policy, which sets out the school's approach to promoting community cohesion, equality and diversity.

9. Monitoring and review

This policy will be reviewed annually by the Full Governing Body.

Appendix 1 - Duxford CofE Primary School Accessibility Action Plan 2022/23

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY & INCLUSION				
To ensure that the accessibility plan becomes an annual item at FGB meetings	Clerk to governors to add to list for FGB Meetings	Adherence to legislation	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole of school community aware of issues	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
To ensure that when disabled pupils are to be admitted that there is a review of the school accommodation and that educational and other provision is arranged accordingly	Reviews with parents, child, outside agencies, governors etc. as necessary	Pupils to be able to access educational opportunities	As necessary/On-going	
PHYSICAL ENVIRONMENT				
Duxford Primary School is a single storey school and is accessible to wheelchair users. Other adjustments may need to be made to ensure that the accommodation is accessible to meet individual needs.	Duxford Primary School will ensure that it makes appropriate adjustments to the building as necessary. The school will call on outside agencies and other professionals in the review process.	Modifications will be made to the school building to ensure that it is accessible as necessary.	As necessary/On-going	

CURRICULUM & ASSESSMENT				
To ensure that the curriculum provision meets the needs of all pupils including children with a range of SEND.	SENDCo is fully trained in line with Statutory requirements and access to updates, resources and information to lead SEND in school and ensure that provision meets need.	Staff feel well supported professionally and are able to support children to access the curriculum.	On-going	
To ensure that SEND need is identified and provision made	SENDCo will have a range of assessments available as well as access to specialist e.g. Educational Psychologist and Specialist Teaching Team to help in the diagnostic assessment of SEND as well as ongoing formative assessments.	Staff will be able to use diagnostic and other assessments tools to meet provision for SEND	On-going	
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 provide training for staff as needed.	Staff are able to support children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of school activities. e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	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. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Review termly by SENDCo	

To meet the needs of individuals during statutory tests e.g. Phonics, KS1 and KS2 tests.	Children will be assessed in accordance with expected procedures but additional time, use of equipment, location etc. will be applied for as needed	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	
WRITTEN/OTHER INFORMATION				
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	Written information will be provided in alternative formats as necessary	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings in other ways e.g. phone calls	Staff to hold 'virtual' parents' evenings, by phone or send home written Information	Parents are informed of children's progress.	Termly	