



GREAT ECCLESTON COPP CHURCH OF  
ENGLAND PRIMARY SCHOOL



DISABILITY and  
ACCESSIBILITY POLICY



*“Let us love, not in word, but in truth and action.” (1 John 3:18)*

SEPTEMBER 2023

Approved by GB: September 2023  
Next review due: September 2024

**In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

### **Disability Equality Statement**

Great Eccleston Copp CE School seeks to promote equality of opportunity between disabled persons and other persons by encouraging all members of the school family to achieve these aims:

- to eliminate discrimination
- actively work to eliminate harassment of disabled persons;
- actively promote positive attitudes towards disabled persons;
- encourage disabled persons to participate in school and public life;
- take steps to recognise and take account of disabled persons' disabilities and needs.

The school curriculum incorporates our values and aims and is designed to provide equal opportunities for all children regardless of age, gender, attainment, background or disability. It pays particular attention to provision made for, and the achievement of, different groups of children within school. We further believe that our school values and statement of intent endorses our approach to the needs of all those who come into contact with the school family and encompasses our treatment of any persons with disabilities.

### **Providing a Voice for Disabled Children, Staff and Parents and Maintaining Our Ethos Towards Disability**

The following mechanisms have become integral to our policy:

1. Provision Mapping/Data Tracking. Provides accessibility by: ensuring that appropriate interventions are in place for all who need them; measuring progress and attainment; allowing staff to focus on individual child needs. Regularly updated by SENDCO (updated termly by SENDCO and shared with teaching staff).
2. Sharing of information by teaching and TA staff either on an informal basis, through staff, TA or welfare staff meetings or through the SENDCO. Provides Accessibility by: ensuring that all staff are included in information-sharing and so gain fuller understanding of the needs of individual children.
3. Full inclusion of children, and the parents of children, with disability or accessibility challenges. Provides accessibility by: involving children, parents and professionals in decisions about reasonable adjustments, interventions and strategies to make the child's experience of school life full, rich and happy.
4. Consciousness-raising and discussions in PSHE lessons, and in assemblies. Provides accessibility by: ensuring that the whole school family comes regularly into contact, in a positive and supporting way, with issues surrounding equality and inclusion. Assemblies deal with a variety of relevant issues.
5. Where school resources (film, text, audio, digital) contain images of disabled people the images are presented positively and sensitively. Any which are found not to do so will be removed from use. Provides accessibility by: reinforcing positive role models.

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6. SENCo liaises with governors who report on this policy. Provides accessibility by: ensuring that governors have direct contact with the policy and have input into the policy, thereby entering directly into the process of disability equality within school.

7. Disability equality issues are discussed in staff meetings as they arise. Provides accessibility by: ensuring that teaching staff are aware of issues as they arise. These issues may be discussed at TA and welfare staff meetings. Provision mapping and child progress meetings will act as regular triggers for discussion. Other issues that arise will be brought to the staff meeting either as agenda items or any other business.

### **Removing Barriers**

#### **Physical Access and Reasonable Adjustments Reasonable Adjustments**

All staff have been made aware, through staff training, of their duty to make reasonable adjustments. The school is happy to make reasonable adjustments to afford physical, curriculum and school family access such as:

- the identification process of special needs in the S.E.N. policy;
- adjustments that become apparent as we work to meet support plan targets;
- meetings with parents and children;
- special requests from parents, children or teachers;
- issues arising from the implementation of Care Plans for children otherwise included in the S.E.N. policy.

#### **Physical Access**

Special equipment will be purchased or borrowed for use when necessary for any child who needs it in order to access the curriculum or school life in any other way. Once changes have been made, they are monitored in consultation with individual children and parents, either at reviews or consultation meetings. Changes are made as needed. The school buildings surveyor records major changes to the structure of the building.

***Provides accessibility by: developing dialogue between school, disabled children and their parents allowing a considered, individualised, approach to meeting their needs; focusing all staff in school on the individual needs and challenges of disabled children; recognising that reasonable adjustments to the physical structure of the school premises may be needed to enable access by disabled people.***

### **Removing Barriers**

#### **Curriculum**

Children with a special educational need of any sort (including disability and able, gifted and talented children) are identified either before they have entered school or on their journey through school. During a child's time from Foundation Stage to KS1 and KS2, care is taken to record their progress, skills and difficulties. Class teachers, T.A.s, the SENCo, and a range of other outside agencies may be called upon to advise on appropriate strategies for accessing the curriculum.

***Provides accessibility by: ensuring that everyone involved is providing support with rather than for disabled children and their parents; ensuring that attainment targets are defined.***

#### **Intervention**

As a school we are very conscious of the fact that early intervention is vital. Children are placed on the SEND Register from Foundation Stage for rapid and focused intervention. Interventions and progress are reviewed half-termly and children removed from the register if interventions have proved successful. We ensure curriculum access at all ages by:

- provision mapping;
- effective high-quality first teaching;
- teacher experience;
- one-to-one sessions with teaching assistants;

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- strong teaching of phonics and early years reading and writing skills;
- close relationships with parents;
- close teamwork with other teachers and teaching assistants in school;
- use of SENCo to advise or seek advice from outside agencies;
- close liaison with outside agencies;
- use of individual education plans where necessary;
- writing of care plans where necessary;
- termly assessment of progress.

### **Child Passports**

A Child Passport is seen as a useful working document – a tool to help teacher, parent and child manage adapted, daily, effective and monitored curriculum access, the child's individual need (or needs), and their time in school as effectively and sensitively as possible. Child Passports are prepared by the class teacher, parents and child, sometimes in collaboration with IDSS or SENCo. A child Passport outlines the adaptations needed within class to allow for the child to access the curriculum sufficiently. A Child Passport may require the teacher to make reasonable adjustments such as seating for a child, use of technology such as radio aids or the need for movement breaks. This list is not exhaustive, but will ensure a child flourishes when these accommodations are made. The child is not placed on the SEN register and these arrangements are informal.

### **Individual Education Plan (IEP)**

The IEP identifies the child's specific needs, targets areas for development, outlines strategies to be used to meet these targets and is reviewed half termly with the child and where the child's parents have the opportunity to comment. The class teacher will work with the child towards achieving the targets on the IEP. The child is formally on the SEND register when they have an IEP.

### **Wellbeing**

We recognise that there is an ever-increasing need to provide wellbeing support for our children; this is particularly true after the pandemic. At Great Eccleston Copp CE school, we provide wellbeing sessions, Lego therapy, nurture groups, regular circle time and the implementation of a P.S.H.E. curriculum. In all cases, staff will endeavour to include and seek to provide reasonable and effective access to the curriculum for any child admitted to school by actively seeking to use the above strategies and by seeking the help and advice of outside agencies in instances where the situation requires.

***Provides accessibility by: seeking to ensure that no child feels excluded, alienated or singled out; and that, where possible, barriers separating a disabled child from the curriculum are quickly identified and removed.***

### **Removing Barriers**

#### **Communication**

Care Plans are prepared by the SENCo or SEN Assistant in consultation with those needing them (with advice from outside agencies if needed). Care plans are designed to meet the individual needs of any member of the school family (including of course all staff), and all children (whether on the SEN register or not) who may need specific help in particular circumstances. A care plan, its implementation and review, will be one of the primary mechanisms of communication between school, parents and disabled children. In addition, the strategies outlined above for curriculum access and access to the physical environment of school may also come into play. It is our intention that all discussions between school, parents and disabled children are wide-ranging and transparent.

## **Reviews**

Child Passports or IEPs are tools vital for maintaining interventions, strategies and attainment targets. These are reviewed regularly and especially when school receives additional information from external services such as speech & language or paediatrics. In addition, the school recognises their importance as catalysts for discussion and open relationships.

## **Team Around the Family (TAF) Meetings**

The school fully supports the use of the Early Help Assessment and its emphasis on inter-agency team work and information sharing. TAF meetings may be held in school and school staff have acted as lead professionals as do other professionals from external agencies.

## **Annual Reviews**

Annual reviews for children with an EHCP are seen as an opportunity for children, parents, teachers and outside agency staff to share their views and ideas. At Great Eccleston Copp CE School we are keen that management of curriculum access for special needs children be a fair, open and transparent process.

## **Communication Difficulties Stemming from Disability**

In cases where the nature of the child's disability requires specific input from specialist services these will be sought.

## **Communication Difficulties Caused by Language**

In cases where English is not the parents' or child's spoken language, specialist services will be brought in. Provides accessibility by: opening formal avenues for the discussion of individual needs between school, disabled children and their parents; recognizing that honest and open communication is vital if the needs of a disabled person are to be met.

## **Monitoring assessment and the Impact of the Policy**

Formal assessment of the effect of the plan will be made by:

- evaluating it in day-to-day operation;
- reviewing it on an annual basis;
- provision mapping;
- child progress and attainment;

Day-to-day evaluation will involve a comparison of what actually happens in a particular situation with the recommendations of the plan. In the event of differences occurring, the Headteacher/ SENCo / SEN Assistant and others involved will amend the plan.

Annual review will incorporate feedback from staff, disabled and non-disabled children and parents through the mechanisms outlined above, and a comparison of intention with performance.

***Provides accessibility by: ensuring that policy and practice are regularly reviewed; by providing mechanisms for examining the attainment of disabled children against their own attainment targets and against all other children in school to ensure that they are making proper and measurable progress.***

## **Achievement of Children**

The school monitors the academic achievement of children through its assessment tracking system and through provision mapping. Achievement is maintained by effective teaching, assessment and target-setting. The school recognises that not all children will make equal progress, but that all children have the right to achieve their maximum potential. High expectations are held for all children and success is celebrated.

Non-academic achievement – social, personal, extra-curricular – is actively encouraged at Great Eccleston Copp CE School. We recognise that no child should be defined by their success or struggle in the core curriculum subjects. This ethos is extended to every child.

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***Provides accessibility by: treating each child as an individual; focusing on the child, not their disability; expecting the best from all children in school; celebrating all achievement.***

### **Teaching and Learning**

High standards of teaching are expected of all teachers and T.A.s in school and the ethos of the school supports the learning environment. All children know that they are fully supported, that their learning is seen as being of high importance and that they are expected to do their best. Inclusion is fundamental to our work in school. We have always maintained a flexible attitude to the needs of disabled children and ensure that their learning needs are taken into account.

Children with disability are nurtured through use of individual care plans, T.A. support or careful class planning. Any plans are reviewed half-termly with children and parents to monitor progress and adjust learning goals to children's individual needs and specialised help and advice is sought from outside agencies when needed. The provision map is the planning tool used to ensure that children are given the help they need.

***Provides accessibility by: recognizing that teaching and learning rights for all children are the same; ensuring that all children know that their achievements are valued and celebrated; removing barriers to mainstream education wherever possible.***

### **Breaks, Lunchtimes, After School And Trips**

Wherever reasonably possible, people with disability will be involved in participation in all features of school life. Reasonable adjustments will be made to ensure participation in breaks, lunchtimes, pre-school and after-school activities and school trips.

Parents and children with disability will be fully involved in deciding on how their involvement will be managed.

***Provides accessibility by: recognising that children with specific needs may require individual strategies to be able to access and enjoy breaks, lunchtimes, after school activities and trips.***

### **Making it Happen**

Management, co-ordination, responsibility and implementation

- The Headteacher has responsibility for and oversight of the operation of the plan.
- Class teachers and the SEN Assistant maintain the provision map.
- The SENCo will undertake to liaise with teaching staff on issues of inclusion, accessibility and discrimination arising from the day-to-day operation of the plan and the provision map.
- The SENCo will cascade training/information to other staff at staff meetings or Inset as appropriate.
- Regular meetings of T.A.s and welfare staff will be held to pass on training issues and information.
- School values the importance of parents and carers working with school in the implementation of individual plans.
- Additional training will be arranged as needed. This may be in the form of INSET or attendance at outside courses.

***Provides accessibility by: ensuring that the Disability Equality and Accessibility Plan is managed, updated and implemented in a controlled, structured and fair way.***

# **Appendices Appendix 1**

## **Legal Framework Legal Framework for Disability Equality Plan**

### **Introduction**

The disability Equality Scheme results from the Disability Discrimination Act of 2005 (DDA 2005) and previous legislation. Disability Equality Schemes require schools to have a proactive approach to including disabled people in all aspects of school and community life. They cover the rights of children, parents, carers, employees, governors and staff, and more than ever before these schemes are about making a difference to the lives and experiences of all disabled children, young people and adults.

The Disability Equality Scheme must contain:

- a statement of how disabled people have been involved in developing the scheme;
- the action that the school is going to take to implement the scheme;
- arrangements for gathering information about performance of the scheme;
- arrangements for assessing the impact of the activities of the school on disability equality and improving these when necessary;
- details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes.

### **Legal Framework for Accessibility Plan**

#### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

- not to treat disabled children less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled children can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- improving the delivery to disabled children of information which is provided in writing for children who are not disabled. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan is intended to be a companion document to the school's Disability Equality Scheme (copy kept in school office) and to be read alongside it.

## **Appendix 2**

### **Letting And Use By Community**

Discrimination of any sort undertaken by those letting or using the school premises will be challenged. Please see the Lettings Policy which is held in the school office.

## **Appendix 3**

### **Elimination Of Harassment And Bullying**

Harassment or bullying relating to disability will be fully investigated through the school Bullying Policy. Please see the school Bullying Policy.

## **Appendix 4**

### **Employing, Promoting And Training Disabled Staff**

As a part of its duty of care, Great Eccleston Copp CE School fully subscribes to all legislation pertaining to the employment, promotion and training of disabled staff. The school family also recognises and welcomes the rich opportunities for consciousness-raising afforded by the presence of disabled staff members. In cases where staff become affected by disablement issues the school will fulfil its statutory duties through back-to-work interviews, reasonable adjustments, and use of outside agencies (principally Human Resources who offer a wide range of advice, counselling and medical service).