

Shap Endowed C of E School

Accessibility Plan

Plan: Autumn 2024

Review Date: Autumn 2025

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
4	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
5	Added links to EYFS curriculum	October 2024

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Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

Definition of Disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.

- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

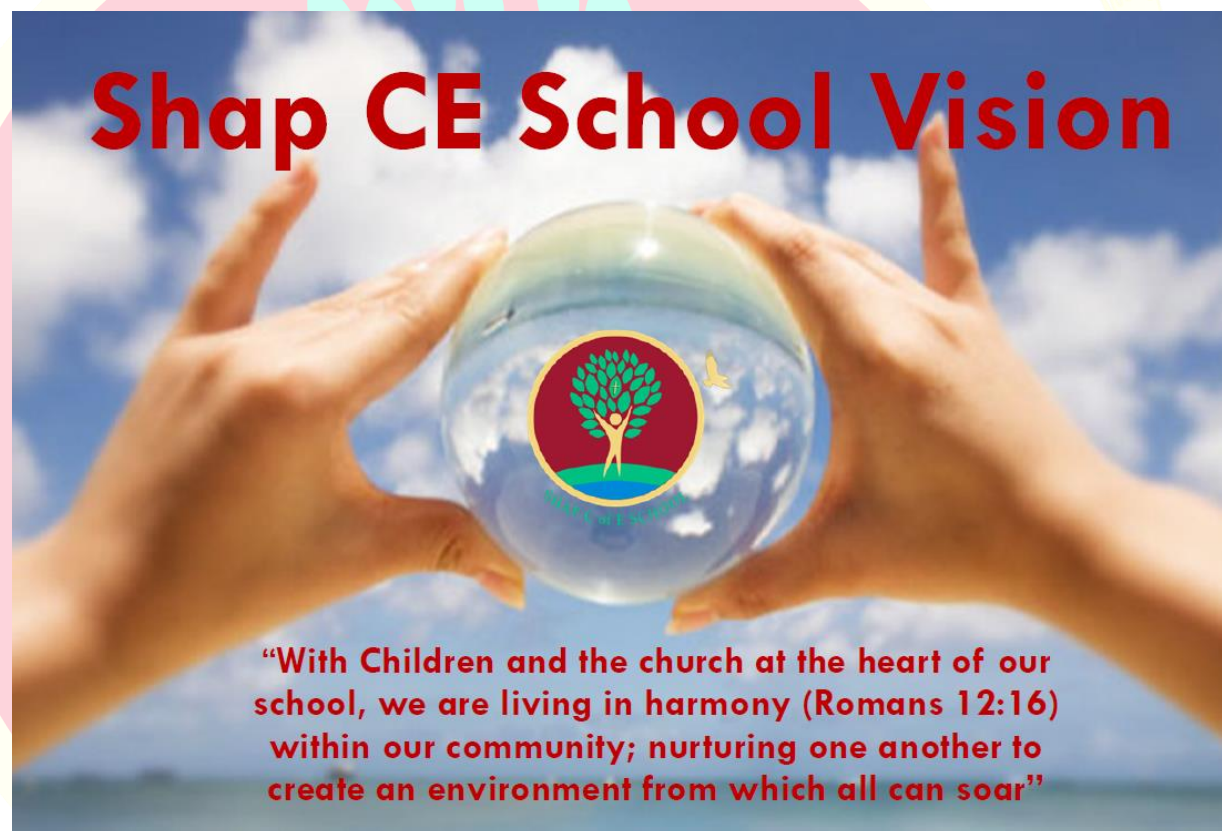
Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

The Governors of Shap Endowed C of E School are also keen to ensure that the Accessibility Plan creates associated improvements for disabled staff, visitors, parents, carers and other family and community members.



Aims of the accesibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.



In Shap Endowed CE Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

Purpose of Plan

This plan shows how Shap Endowed C of E School is committed to working together to provide an accessible, inclusive education for all pupils. We aim for pupils with disabilities to participate in every aspect of school life and therefore are committed to:

- Reducing and eliminating barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- Providing a fully accessible environment which values and includes all pupils, staff, parents 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 and inclusion.
- Providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) and the Early Years Foundation Stage Statutory Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to a pupil's diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

School Context

Shap Endowed C of E Primary School has been extended on a number of occasions. The most recent addition to the school was a community classroom which is now used for Wraparound care and Staff PPA time, this is only accessible by a staircase.

All but one entrance to the school have level or ramp access and there is an accessible toilet situated on the ground floor.

At present we have no wheelchair dependent pupils, parents or members of staff but in the past we have had a pupil who used a wheelchair and the classroom space was arranged to give the child full access.

For a child's specific needs, necessary adaptations are made to the curriculum and equipment to ensure full access e.g. photocopying onto coloured paper for dyslexic pupils, and computer software and hardware. Adaptions are also made to timings, playtimes, lunchtimes and educational visits to support children with specific needs when necessary.

Adaptions for learning are made in consultation with the class teacher, SEND co-ordinator and parents/carers initially and where necessary with the governing body in the context of the SEND Policy for Shap C of E Primary School.

This accessibility plan will be evaluated annually to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school and any amendments made sooner if necessary.



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Aim 1: Equality and Inclusion: To ensure that pupils with disabilities can participate fully in the school curriculum				
At Shap Endowed C of E Primary School we believe that all our pupils should be enabled to participate fully in every aspect of school life. Consequently all children have always been permitted to attend age-appropriate after school clubs, leisure and cultural activities and educational visits. Improving teaching and learning lies at the heart of our school's work. The key objective in the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability. Staff at Shap C of E School aim to plan and deliver outstanding lessons and their planning is differentiated to take account of the individual/group needs of all pupils including those with disabilities.				
Target	Strategy	Success Criteria	Key People Involved	Monitoring and Evaluation
Ensure all monitoring and actions are scrutinised and challenged by the Governing Body	Evaluate and review this plan. Monitor attainment and progress of pupils with disabilities.	Accessibility plan is updated. Governors are fully informed about provision and progress.	SENDCo / Head teacher, premises committee and governing body.	Are governors providing challenge?
Ensure that all relevant policies consider the implications of disability access and are compliant with the Equality Act 2010	When reviewing relevant statutory policies ensure that they reflect inclusive practice and procedure.	None of our policies conflict with the principle of equality of opportunities for all and all policies reflect current legislation.	Head/SENDCo and Governing Body	Are new governors inducted to this standard? Are governors aware of changes in legislation and acting accordingly?
Identify new pupils who may need additional or alternative provision	Liase with parents and former settings to review potential intakes.	Necessary procedures, equipment and planning are in place prior to a pupil joining the school	EYFS staff (other staff depending on age of child joining.) SENDCo	Review annually or when new children start school.
Ensure that all staff are aware of and able to use SEND software and resources	Access and provide training on specific programmes and interventions enlisting outside support where necessary, so that staff are adequately trained to support pupils in its use. Make an audit of resources available to staff.	Appropriate evidenced programmes of intervention are in place for pupils where needed. Pupil participation. Staff well trained and confident in use of SEN software and resources.	Class teachers/SENDCo	Are all staff using SEND resources successfully and confidently? How is this monitored and developed?
Ensure effective collaboration between school and families and school and external agencies.	Continue to meet regularly with parents. Maintain close liason with external agencies for pupils with disabilities.	Clear, collaborative working approach. Children have a fully accessible learning experience.	All staff	Report from SENDCo
Ensure PE and outdoor learning curriculum is accessible for all pupils	Review when necessary PE and outdoor learning curriculum, teaching and equipment.	All pupils have access to the PE and Outdoor Learning Curriculum	PE Coordinator/Sports coaches/class teachers	Are all pupils participating? Sports provision questionnaire.

Aim 2: To improve access to the physical environment				
Shap Endowed C of E School has a wide range of equipment and resources available for day to day use and resource provision is continually being reviewed. Our school will also make reasonable adjustments for individual pupils who need extra provision above that which is already in place to make sure that all pupils are involved in every aspect of school life and that barriers to learning and play are removed. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. We continue to consult with external advisors if necessary when considering the purchase of specialist equipment.				
Target	Strategy	Success Criteria	Key people involved	Monitoring and Evaluation
Ensure that the physical environment of the school remains attractive and engaging for children of all abilities, staff, parents/carers and other users of the building	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments and when planning and undertaking improvements. This will include issues such as improved access, lighting, colour schemes and more accessible fixtures and fitting.	The school building and grounds continue to be fully accessible to all users.	Head teacher / SENDCo, staff, governing body and office manager	Have we made any changes to the physical environment? Do we have any changes planned? Have we kept awareness of accessibility to the forefront of our plans?
Ensure that appropriate adjustments are made if necessary to accommodate short term medical needs	A risk assessment is carried out when school is notified of any pupil with a short-term medical need.(e.g. following an accident or operation)	The school responds to the needs of individuals, carrying out a risk assessment if necessary. The school remains fully accessible to pupils.	All staff and governors	SEND governor meets to review accessibility as and when required. Feedback from family of pupil affected.
Awareness of access needs of pupils, staff, governors, parents / carers and visitors with disabilities	Individual Health Care Plans (IHCP's) , Dyslexia Provision Plans (DPP's) and /or School Support/Behaviour plan's (SSP/BP's) are created for individual pupils as part of the SEND process if required. Through discussion, determine and meet the access needs of staff, governors,parents and other visitors. Consider access needs during any recruitment process.	The school responds to the needs of individuals, carrying out a risk assessment if necessary, identifying any reasonable adjustments that need to be carried out to the fabric of the building or daily routines.	Head teacher / SENDCo and governors	Access to the hall for events and to church services is considered especially when less mobile family members are expected. Other disabilities are considered when necessary.
Ensure that all pupils with disabilities can be safely evacuated from the building in an emergency	All personal emergency evacuation plans if needed (PEEPS) are in place and upto date and that staff (including new staff) are aware.	PEEPS in place (If required). Successful fire drills are regulary carried out	All staff and office manager	View evacuation log Involve individual with PEEP in planning if appropriate.

All educational visits to be accessible to all.	Thorough planning including advance visits to assess suitability of location. Ensure safe and secure access to transport.	All pupils in school able to access all educational visits and take part in a range of activities.	Class teachers Others involved in Educational visits and residential.	Check risk assessments for school trips. Do school trips have to be amended in any way to allow for accessibility?
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Aim 3: To continue to improve the delivery of information to disabled pupils and families.

Shap Endowed C of E School is committed to providing information in any reasonable required formats, whether for learning or for general information. The SENDCo works in school to ensure that this is happening for pupils and will feed back requirements to all staff. The school and governors continue to work together to ensure that our school is accessible to all in every way and across our school community.

Target	Strategy	Success Criteria	Key people involved	Monitoring and Evaluation
Improved access to written information for pupils, parents and visitors.	Ensure that written materials are adapted in appropriate ways, such as modification of font size, print format or colour of paper. Use visual timetables for those who would benefit.	Print materials for pupils are suitable in terms of age, ability and take account of any visual difficulties they may face. Newsletters and information on the website will be adapted if necessary.	All staff	Review if required if these actions are necessary.
Ensure children's records are up to date and include information about any disabilities.	Information collected about new pupils. Visits to child's previous school, records passed up to each new teacher. Annual reviews take place. SSP, DPP, IBP meetings take place when needed. IHCP's and medical forms are updated annually for all children. For children with significant health needs, photos with information on reverse are displayed on relevant noticeboards.	The school is confident that awareness of disability in all its forms is high and that communication is working well.	All staff, parents/carers and any necessary outside agencies.	Awareness of children with disabilities is high.
Ensure the school website is accessible to all.	If a situation necessitates, review website accessibility and undertake training and liaison with provider as required to ensure the website continues to be accessible to those necessary.	Website is accessible to all.	Head/SENDCo Web provider	Regular evaluation of website to ensure it is accessible to all.

<p>Offer the right options for alternative formats when delivering information.</p>	<p>Questionnaire to parents, staff and visitors to gain feedback on current standards and potential needs.</p>	<p>A clear vision is established of where we are and where we need to be with the delivery of information.</p>	<p>SENDCo / Head, Web Provider, Office Manager, Governors.</p>	<p>Have we found out what is needed at this time? Have we the potential to offer more if our situation changes?</p>
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