



# Disability and Accessibility Plan

## 2024 – 2027

### **Aim**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to: Increase the extent to which disabled pupils can participate in the curriculum Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided Improve the availability of accessible information to disabled pupils Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all pupils and staff. We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of disabled pupils is a vital part of personalising learning for all.

We at Long Itchington Church of England Primary Academy are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The plan will be made available online on the school website, and paper copies are available upon request. At Long Itchington Church of England Primary Academy we strive to inspire our children to flourish, so our staff, pupils and families can 'work at it with all your heart' Colossians 3:23. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### **Legislation and guidance**

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. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association. This policy additionally refers to and meets the needs as outlined in the DfE "Special Educational needs and disability" August 2014 regulations: Advice template ([publishing.service.gov.uk](https://publishing.service.gov.uk))

## Action Plan

**Long Itchington Church of England Academy**

**Date: 2024 - 2027**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Curriculum</b></p> <p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	Ongoing	Professional time	All teaching staff	Head/SLT
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all</p>	<ul style="list-style-type: none"> <li>• Ensure all lessons are planned with the principles of Quality First Teaching. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>• Ensure that pupil tracking systems are rigorously used to track progress and identify where further intervention is required for pupils to make good progress</li> </ul>	Ongoing	Staff Meeting Time – termly to review planning and assessment procedures	All staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>

	<ul style="list-style-type: none"> <li>• Identify and purchase resources as budget allows to support teaching and learning across the curriculum to ensure pupils make good progress</li> <li>• Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>• Ongoing programme of staff training in</li> </ul>				
<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>• Constantly improve the site to meet the diverse needs of students and community users. Ongoing H &amp; S budget Head/Bursar H&amp;S Governor SLT</li> </ul>	Ongoing	Premises Budget	School Business Manager	Leadership Team and Governors
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>• Review PSHE Curriculum</li> <li>• Review Assembly Programme: widen focus of Different/Same theme</li> <li>• Involve local disability groups in assemblies and visits to school</li> <li>• Regular items for newsletter highlighting achievements of pupils with disabilities</li> </ul>	Ongoing	Subscription to Coram Scarf	PSHE Leader	Leadership Team and Governors

<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>• Large print and audio formats etc as required.</li> <li>• Monitor uptake of documents in alternative formats</li> <li>• Review accessibility of newsletter and letters for parents.</li> <li>• Homework information available as information sheets in alternative formats as appropriate.</li> <li>• Use of Communicate in Print software.</li> </ul>	Ongoing	Printing costs	Admin. Assistant	SLT
<p><b>Staff</b></p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> <li>• Monitor data in relation to recruitment, retention and professional development.</li> <li>• Encourage disclosure of disability.</li> <li>• Incorporate questions into staff survey.</li> <li>• Liaise with Teacher Training Providers re using school for placements.</li> </ul>	Ongoing	Possible Access to Work application	Head	Governors/Trust