



Cheadle Primary School Disability Scheme and Access Plan

2023 – 2026

Agreed and adopted by Cheadle Primary School

Governing Board

Date: March 2023

Review: June 2026

Under the provisions of the Equality Act 2010 Cheadle Primary School recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our SEND, Equality and Diversity and Single Equality Policies. In line with those policies, Cheadle Primary School will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

This plan sets out the proposals of the Governing Board at Cheadle Primary School in response to the SEND Code of Practice 2014: 0-25 years to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increase the extent to which SEND children can participate in the school curriculum
- Improve the physical environment of the school to enable SEND children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to SEND pupils

'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.'

Article 23 UN Convention on the Rights of the Child

As a UNICEF Rights Respecting School, Cheadle Primary has placed the UN Convention on the Rights of the Child at the heart of our school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. Our school is a place where children's rights are learned, taught, practised, respected, protected and promoted. Our commitment to children's rights and equal opportunities is an important aspect of our overall commitment to be a full inclusive school.

DEFINITION OF SEND

'A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others at the same age
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges'

(SEND Code of Practice 2014)

'Many children and young people who have SEND may have a disability under the Equality Act 2010 that is... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

The definition provides a relatively low threshold and includes more children than many may realise: long-term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.
(SEND Code of Practice 2014)

THE EQUALITY ACT 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people.

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

'Public bodies, including FE institutions, LA maintained schools, maintained nursery schools, academies and free schools covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND Code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND Code of Practice 2014)

The Accessibility Plan should be read in conjunction with:

- SEND Policy
- Respectful Relationships and Behaviour Policy
- Single Equality Policy
- Teaching and Learning
- Health and Safety

All policies will be checked to ensure that they do not unintentionally treat pupils with disabilities less favourably.

Equality Objectives

All providers must make reasonable adjustments to procedures, criteria and practices by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND Code of Practice 2014)

'Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND Code of Practice 2014)

The full range of needs and required support for all pupils identified as SEND Support, or with an EHCP will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

CURRENT POSITION March 2023

Curriculum

- Having high expectations for all pupils at the core of our school vision
- Liaising with external service and agencies regarding the needs of individual pupils (physical, sensory, learning, behaviour)
- Using specialist staff to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs and to promote independence wherever possible.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Regularly updated Provision Maps are linked to half termly tracking performance and pupil data to illustrate success/impact of the interventions over time.
- Local and national trends in school population data assists the school to note links in future school development planning, to include staff training needs and also taking on board local authority guidance, support and training, e.g. supporting our increasing number of EAL pupils who may enter school with little or no English.
- Advanced information about pupils who come to us under the definition of “disabled” are looked at in depth by the Inclusion Leader and other staff and, when necessary, for their reports to be sought from external agencies to clarify any queries and also to use information to provide the very best support to enhance school access to quality learning. Information can be passed on to specific staff and this leads to professional discussion and development. All background information is retained in both the class teacher’s file and by the Inclusion Leader – this information is shared with parents and external agencies.
- Provision of a bank of disability specific, specialist resources available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a UNICEF Rights Respecting ethos within Cheadle Primary School.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example, appropriate use of language, questioning techniques, collaborative learning styles, VAKE, outdoor learning, problem solving etc.
- Using flexible groupings to target additional needs, with skilled TAs to support learning, whilst ensuring the teacher has at least as much time with vulnerable learners.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all children, and their families are welcomed as part of our school community.
- Development of mutual support and understanding between colleagues
- Targeted interventions to support emotional well-being and promote positive behaviour.
- All children have the opportunity to participate in extra-curricular activities and in pastoral roles, e.g. School Council, as well as other positions of responsibility throughout the school.
- Close working with the Virtual Schools team for looked after children.
- Staff training and development.

PHYSICAL ACCESS

- The school building is fully accessible on the ground floor for all pupils with physical disabilities.
- The outside play areas are flat and almost completely accessible to wheelchair users.
- Wheelchair access to all buildings that are used day-to-day.
- Disabled car park space by the ramped access to the dining hall.
- There are ramps from all external areas into the building
- Accessible toilet facilities available with wheelchair access (ground floor in the new entrance area).
- Adapted/specialised furniture provided to meet individual needs.

- Private meeting space to enable confidential meetings to take place with SENDCo, staff, support staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's work at all levels of attainment is shown to be valued by use in displays around school.
- The outdoor learning environment is being developed to enhance pupil's health and well-being.
- Access issues take priority in adaptations and improvement of the learning environment.
- There are regular health and safety checks to maintain a clear, hazard free environment;

INFORMATION ACCESS

- Visual timetables and information supported by signs or symbols for targeted pupils.
- Home School books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Coloured overlays/ coloured pages in books (where required for individual pupils)
- Text messaging to parents.
- Half termly newsletter with efforts to make this accessible to all.
- Clear and accessible school website.

MONITORING

The performance of individuals continues to be monitored on a termly basis through tracking progress. The performance of groups, including those with SEND and/or a disability takes place on a half termly basis with all teaching staff.

APPENDIX 1: EQUALITY OBJECTIVES

This Plan is available from the following access points:

- School office
- School website

APPENDIX 1**CHEADLE PRIMARY SCHOOL PRIMARY SCHOOL – EQUALITY OBJECTIVES**

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Monitor
To ensure staff are trained to support pupils with medical conditions.	Update all staff training annually in: Asthma Diabetes EpiPen Epilepsy and as required in other specific conditions Review Medical Conditions Policy annually and ensure annual parents return is gathered	Staff meetings and INSET for all staff	Lead Governor for Inclusion meetings
To ensure that staff have a clear understanding of the SEND Code of Practice 2014 To continue to improve accessibility to the school site.	Training provided by the SENDCo in INSET and through regular staff meetings. SENDCo to attend termly LA SEN network meetings. e.g. Accessible toilet in the entrance hall for those with needs, ensure clear access at all times due to requiring wheelchair access, etc.	Staff meetings and INSET for all staff Budget	Monitor cycle Headteacher to report to Governors Governors
To continue to adapt our provision map to meet individual needs within each cohort to ensure best pupil outcomes. To ensure parents are fully informed of the provision and access arrangements in place to support their child.	Head teacher to revise provision map and adjust TA support to meet individual/group needs. Review outcomes for SEND pupils. To support core skills for children with specific learning difficulties, mental health and behavioural needs, with intervention and support programmes. To support children with emotional needs with intervention and support programmes. To develop a clear provision and access map.	SLT Staff training SENDCo Class teacher termly send to SENDCo Pastoral Lead SLT	Lead Governor for Inclusion meetings Head teacher to report to Governors SENDCo to liaise with teachers to monitor effectiveness