



Codicote Primary School Accessibility Policy

This policy was reviewed and updated in consultation with staff and governors in October 2023. It was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in “Accessible School: Planning to Increase Access to schools for disabled pupils” DfE.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

“A person has 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”. This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

Principles:

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

The school recognises its duty under the DDA (as amended by 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.

In performing their duties Governors and staff will have regard to the Disability Rights Commission DRC Code of Practice (2002). 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 Childs’ right to confidentiality.

The school provides 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 , which underpin the development of a more inclusive curriculum. We aim to:

- Set suitable learning challenges
- Respond to pupil’s diverse learning needs

- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Education and related Activities:

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS trusts.

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, more accessible fixtures and fittings.

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.

This plan will contribute to the review and revision of related policies:

- School Development Plan
- SEN policy
- Curriculum Protocols

It will be reviewed and updated in January 2026, or sooner in the light of new guidance or changing circumstances

Objectives	What needs to be done	How will this be achieved?	Who is responsible	When	Success criteria
Further improve access to the curriculum.	Continue to review CPD programme regularly to ensure that all staff have an awareness of a range of SEND needs and the impact of these conditions on health, learning and emotional well-being and the strategies that can be used to support such pupils.	<p>Whole school and training specific to individual needs of children.</p> <p>Audit of training needs and use of external courses and school based training as appropriate.</p> <p>Pupils with healthcare needs will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions, and specific training will be provided.</p>	Head, Deputy & SENCO	Annual audit and termly review.	<p>Pupils and their families feel supported and their needs understood.</p> <p>Pupils with healthcare needs have increased to access to an appropriate curriculum, differentiated as necessary and according to their individual needs.</p> <p>Pupils with SEND continue to achieve in line with their ability.</p> <p>Teachers and support staff are confident in meeting the needs of pupils with healthcare needs and know how to support them.</p>
Ensuring access to wider opportunities	All out of school activities planned in advance to ensure that all pupils with a disability are able to take part.	<p>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability wherever possible.</p> <p>Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</p>	Head & Deputy	Focus for academic year 2023-2024 and ongoing	<p>No out of school activities are planned without consideration of how pupils with a disability will be included.</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events.</p>

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					Pupils and their families feel included in out of school activities.
Improving the physical environment of the school building & grounds	Identify ways in which accessibility can be maximised for all users.	Conduct audit according to needs of students and staff including review of accessibility of original and new building and pathways between.	Head & Deputy	October 2023 onwards	Children and staff have clear, safe access to all areas they use on the school site.
Making written information more accessible to all stakeholders.	<p>Review the availability of written information in accessible formats starting with content on the school's website.</p> <p>Where access to written information is a barrier, provide information in different forms.</p>	<p>All written information available to pupils and their parents will be considered in detail by school staff.</p> <p>The website will be reviewed and modified to enable accessibility for all users.</p> <p>Direct communication – i.e. in person, voice note or via telephone for families with limited literacy.</p> <p>Use of technologies to provide translations for families where English is not a first language.</p>	<p>Website manager</p> <p>Office staff and teachers</p>	Jan 2021	<p>All future written information is designed with the specific needs of disabled pupils in mind.</p> <p>Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</p> <p>Parents and carers have the information needed to participate fully in their child's education and school life.</p>

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To fully meet the needs of children with specific disabilities and health condition which could prevent a barrier to learning or accessing wider opportunities	Ensure children's individual needs are met in order to offer full access to the curriculum and learning opportunities.	<p>Bespoke training by appropriate professionals.</p> <p>Ensure training is provided to develop an understanding of each child's specific condition and how their needs are met effectively.</p> <p>Provide equipment and resources, above that which would be needed for all children to ensure needs are managed effectively.</p>	Senior leaders & SENCO	Ongoing.	<p>Staff have the knowledge and skills to effectively meet every child's needs, irrespective of any disability or health condition.</p> <p>Children have equality of access to learning and wider opportunities.</p>