



# Accessibility Plan

## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

## Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a 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.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

## The purpose and direction of the school's plan: vision and values

At Captain Cook Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Captain Cook Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building, as it fully complies with all Disability Discrimination Act Regulations. They are able to, and are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers.

### **Gathering information**

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We currently have children with the following:

- Physical Disability Needs
- Cognition and Learning Needs
- Communication and Interaction Needs

We will consult regularly with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally on a regular basis to discuss the progress of children academically and socially. Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the governing body and will be reviewed every year for 3 years, or before if necessary. It will be re-written at least every 4 years.

Date of Implementation: September 2025 (Reviews September 2026,2027,20 28)

Review Date: October 2029

| Strand 1: Access to the curriculum   |                                 |  |   |  |
|--|---------------------------------|--|---|--|
| Action   | Team(s)/ Individual Responsible | Timescale  | Monitoring  | Outcomes   |
| Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.<br>Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- begin to use SEND Ranges paperwork to support this | Class teachers                  | July each year, in preparation for new classes   | EHT / SENDCO through review of provision.   | Children with disabilities are able to participate fully in all aspects of the curriculum.   |
| Ensure appropriate specialist equipment is available to support children with disabilities.<br>Review EHCP plans and reports from professionals to check what is needed.   | EHT / SENDCO                    | As children with EHCP needs join the school.<br><br>SEND budget – allocated each September | Class teachers / Parents  | Children with disabilities are well supported.   |
| When planning the revised National Curriculum ensure that consideration is given to children with disabilities by using the Trust Curriculum for All document  | Class Teachers / Subject Leads  | Ongoing review   | Self evaluation activities, such as planning and work scrutiny, lesson observations, pupil interviews, by SLT and subject leaders | Disabled learners learn effectively and make good progress in all curriculum areas.  |
| When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum.<br><br>Ensure the disabled community are represented within teaching resources.   | Subject leaders                 | Annually – by February Half Term each year.  | SLT through self evaluation activities.   | Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress. |
| When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account.   | Visit leaders.                  | Ongoing  | Educational visits Leader through review of visits / experiences.   | Children with disabilities access a range of educational visits and experiences.   |
| Ensure that staff are appropriately trained in meeting the needs of children with disabilities   | EHT                             | PD budget  | LGB   | Staff are confident in supporting children with disabilities.<br>The learning, social and medical needs of children with disabilities are met.   |

| Strand 2: Physical environment   |                                  |  |  |  |
|--|----------------------------------|--|--|--|
| Action   | Team(s) / Individual Responsible | Timescale/ Cost  | Monitoring   | Outcomes   |
| Review EHCP plans and reports from professionals to check that the school building is able to provide what is needed   | EHT                              | Ongoing - Devolved capital Buildings and maintenance budget - allocated each September | SEND governor through review of provision for children with disabilities | Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life. |
| Plan all recreation areas to ensure they are appropriate for learners with PD. Work in partnership with appropriate children and families.                               | EHT                              | Ongoing as part of OPAL project areas  | LGB  | Learners with PD access recreation areas and are happy to do so.   |
| Ensure appropriate specialist furniture is available to support children with disabilities.<br>Review EHCP plans and reports from professionals to check what is needed. | EHT                              | SEND budget – allocated each April   | EHCP Review process  | Children with disabilities are well supported.   |

| Strand 3: Access to written information/improving the delivery of information  |                                     |   |  |   |
|--|-------------------------------------|---|--|---|
| Action   | Team(s) Responsible                 | Timescale                                 | Monitoring   | Outcomes  |
| Ensure new school website holds all information that parents require (Special Educational Needs and Disability Regulations 2014)   | EHT<br>Office Manager               | September 2023 and updated when necessary | LGB  | Stakeholders have an up to date bank of information.                                      |
| Information displayed around school e.g. signs, notices, displays, instructions meets needs of disabled children and families<br><br>As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them | EHT<br>Office Manager<br>Site Staff | When updated                              | Discussion with disabled learners about displayed information by Trust SEN leader. | Disabled learners can access information which is displayed and make effective use of it. |