

The Duke of Norfolk CE Primary School

Accessibility Plan

2023-2024



Mission Statement

The Staff and Governors of The Duke of Norfolk CE Primary School undertake a commitment to the pupils and parents to offer equal access to a wide, balanced education within a secure and safe environment, based on a Christian foundation.

Introduction

The SEN (Special Educational Needs) and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan be resourced, implemented, reviewed, and revised, as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: December 2023

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 effect on his or her ability to carry out normal day to day activities.'

The purpose and direction of the school plan: vision and values

At The Duke of Norfolk CE Primary School, we are committed to giving all 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, balanced, and rich curriculum and have high expectations for all pupils. The achievements, attitudes, and well-being of all our children matter. Our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

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

- gender;
- minority ethnic and faith groups;
- children of a disadvantaged background
- children who need support to learn English as an additional language;
- children with additional needs including disability;
- gifted and talented children;
- children who are vulnerable;

How we identified Disability and Additional need (Special Educational Needs and Disability))

Sometimes children are identified as having a disability or special educational need before they come to Dukes. As well as receiving information from parents, we are also often informed via medical, county and /or other Early Years settings. In these cases, we recognise the high importance of getting as much information as possible so that we can adapt provision to need. This includes not only educational need but on occasion, care for the physical and medical state of a child. Before a child starts in our school, we try and meet with parents, all professionals and most importantly, the child, so we can all have a shared understanding of their needs, “The All About Me” card, as well as thinking about small manageable targets and aspirations. This is also the case if a child joins us mid schoolyear.

If a child has an unidentified need /diagnosis when they come to our school, we aim to support the child, family, and other professionals by sharing all information and knowledge we have to hand (with the consent of the family). We aim to do this with sensitivity, yet with honesty and integrity to ensure the best outcomes for the pupils.

The main priorities in the school plan:

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school***. We ***do not*** try and make a ‘Square peg fit into a round hole.’ It is our job to make sure our school fits in and works with the need of the pupil, not making the pupil fit in with the school.

The action plan below ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations of disabled pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to all extra-curricular activities.

The Governing Body of the school have the strategic responsibility for ratifying and monitoring this action plan, at least annually. The Head teacher and teaching staff will be responsible for the day-to-day implementation. The plan will be made accessible through the school website: <https://duke-of-norfolk-cofe-primary-school.secure-primariesite.net/send/>

Action Plan 2020-23

Criteria	Target	Who is involved?	When and where?	Success Criteria	Impact
Leadership and Management	To ensure the behaviour policy is inclusive of, and takes account of children who may have behaviour as an additional need	SENCo coordinator SMT Teachers and TAs	Behaviour Policy 2021 SEN Policy 2021 Plus, 4s 2020 Target charts 2020	Have policies been changed? Are they accessible? Are they used? Do they work in practice?	Policies have been updated in a timely manner and are accessible to all children. Whilst making necessary adaptations to our approach to behaviour and or misbehaviour with children with SEND (Special Educational Needs and Disability) we still have high expectation of how we expect all children to behave.
Quality of Education	To ensure that disabled children have equal access and opportunities in extracurricular activities, and that any necessary adjustments are put in place	PE and Extracurricular coordinator. SENCo Office staff	When extra-curricular activities start again (COVID)	Is there a range of activities in place? Have the relevant adjustments been put in place?	Children who are on our SEN register access our extra-curricular clubs at least in line with the rest of the school. We ensure extra-curricular clubs are accessible to all children and on occasions positively discriminate to ensure those children in most need receive a place (EG Draw and Talk)
Personal Development	To ensure that there are a range of positive role models for	Senior management Reading coordinator PSHE coordinator	Ongoing Classrooms Libraries	Positive role models around the school Regular agenda item on	We regular invest in a range of child friendly books in both our school

	disabled children, e.g. books ICT, careers etc.	Teachers and TAs	Special weeks	Anti-Stigma groups	and class libraries with positive role models with characters who have a range of disabilities. They will also help children to understand a range of conditions they or others may have.
Attitudes to behaviour and learning	To ensure that all children who have additional needs, including any disability, have quality Plus Four Targets to ensure high expectations and progress	SENCo coordinator SMT Teachers and TAs	Ongoing 2020 onwards	Are plus fours in place are children making progress relative to their starting points?	Plus Fours are in place for all learners with identified additional needs and the vast majority (85% plus) make good progress. Any children who are making slower progress than expected are reviewed carefully and targets or strategies adjusted.
Early Years	To identify children who have a disability or may have a disability as soon as evident to ensure the relevant liaison and support is in place	Early Years Coordinator Parents SENCo and SMT Support Agencies Teachers	Summer term start gathering info on new cohort September each academic year	Are children with disabilities having their specific needs met?	We liaise closely in the summer term before children join us to ensure that all information including additional need/ current and ongoing assessments are shared. The SENCo and another senior manager teach in the Early Years department and are adept at identifying disability quickly.
Premises and provision	To have the necessary risk assessments in place to ensure all disabled children are safe in school	Teachers SMT	As and when	Are the risk assessments in place working? Accidents and general working	There is an annual premises check undertaken by site staff alongside DCC Property services annually, this

					covers disabled access and necessary modifications that have been or may need to be made. Daily checks are made on the site by the site manager to ensure all stakeholders are kept safe,
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