

The Duke of Norfolk CE Primary School

Accessibility Plan

2024-2027



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

Part 6 of the Equality Act 2010 (“EqA”) covers education. The Governing Body has several key duties towards disabled pupils under the EqA:

- not to treat disabled pupils less favourably because of their disability;
- not to treat disabled pupils unfavourably because of something arising in consequence of their disability;
- not to apply a provision or criterion or practice which places disabled pupils at a particular disadvantage;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to have due regard to the need to eliminate discrimination against disabled pupils, to advance equality of opportunity and to foster good relations between disabled pupils and others; and
- to prepare an accessibility plan.

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 EqA:

- 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: January 2024

Definition of Disability:

Disability is defined by section 6 of the EqA as:

'A person (P) has a disability if—

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's 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/>

Area for Improvement	Target	Action	People/Resources	Monitoring Method: Who? How?	Success Criteria	
1 Physical Environment	Disabled Toilets to be clear, pleasant and accessible to those who need it> Access to disabled toilet in EYFS – requires staff assistance	Disabled toilets to be monitored on a regular basis (walk rounds) To ensure staff in EYFS made available should occasion arise	Cleaners and site staff Departmental staff Early Year staff	EYFS	With support pupils able to access disabled toilet	
2 Disability Awareness	To raise staff awareness of disability. To ensure all children are treated equitably.	Senior leaders to be up to date on current law and legislation and to keep staff updated Staff to seek advice from experts on specific concerns. Consider needs of specific pupils, both for school and off-site activities. To ensure that children are aware of disability through curriculum, resources and assemblies	LA. Health Authority. Disability Rights Commission All school staff.	Head Teacher SLT SENCo Class Teachers TAs Other non-teaching staff	Increased awareness of whole school community. Detailed information and support available where and when required.	
3 Curriculum Access	To ensure all subjects are planned in detail to match all children's needs	To ensure that the curriculum continues to be planned so that it is accessible to all those who are cognitively working at a different level and or able to be adapted for those with a disability	Whole staff Subject Leaders. Advisors for sensory impairments. Subject advisors	HT/SLT SENCo All staff	Increased whole school awareness of disability issues	
4 Extended Curriculum access	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Educational Visits Co-ordinator. Head Teacher	Head Teacher/SLT SENCo School Visits Co-ordinator.	Have all school trips and residential visits been accessible for all pupils.	

	Ensure that after-school clubs and care provision facilities are accessible for all pupils		Other relevant professionals e.g. OT Wrap around staff		After-school clubs and care provision is accessible for all pupils	
5 Mental Health and Well being	To continue to have trained MH ambassadors and first aiders in the school. For staff and children to become more aware of emotional regulation and how to manage their own emotions in and around school and beyond	Continued training for staff and children. Updates in assemblies and PSHE sessions. Staff training disseminated to children through PSHE time, regular class discussions and emotional regulation information and resources.	SLT MH leads. SENCo PSHE lead Class teachers and class based staff	SENCO AND Sen governor x2 a year learning walks	Do staff understand the importance of good mental health and how we can support our own and others mental health? Do staff and children understand emotional regulation and know some strategies of how they can support themselves and other to manage emotions.	
6	<i>School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)</i>	<i>Policies to include:</i> <ul style="list-style-type: none"> • <i>Content</i> • <i>Strategies</i> • <i>Resources</i> <i>That could be employed when planning for pupils with difficulties or disabilities.</i>	<i>Whole staff. Subject leaders. Advisors.</i>	<i>On-going</i>	<i>Policies include provision for pupils with difficulties or disabilities.</i>	Head Teacher Subject leaders.