

Cockerham Parochial C E Primary School



'Where a love of learning grows'

Growing in knowledge

Growing in faith

Growing in God's love

I can do all things through Christ who strengthens me'

Philippians 4.13

What values will underpin this policy?

At Cockerham Parochial C E Primary School we try at all times to live out our Christian Values, chosen by the school community.

Our Christian Values

Peace, Hope, Love, Trust and Respect

ACCESSIBILITY PLAN

INTENT

Vision

The greatest commandment Jesus taught was to love God and love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Cockerham Parochial C E Primary School our Accessibility Policy seeks to live out this command and explore how we can 'Grow in knowledge, grow in faith and grow in God's love.'

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop, through an inclusive programme of teaching that is based on Christian principles, which both respect the human body and seek to ensure health and well-being.

3-year period covered by the plan: 2024-27

The SEN 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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. 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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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 is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a voluntary aided primary school for boys and girls within the age range 4 years to 11 years. The school comprises of one main building covering a small site, of one storey.

The School's Aims

- We embrace a partnership between the school and home.
- We offer to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability.

- Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- The curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEND Governor**
- **Headteacher**
- **SEND**
- **Bursar**

1A:

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

At Cockerham Parochial Church of England Primary School we believe each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop, through an inclusive programme of teaching that is based on Christian principles, which both respect the human body and seek to ensure health and well-being whilst loving your neighbour as yourself.

1B:

Information from pupil data and school audit

The majority of our children are from white British families. We have a small number of Ethnic minority children. Overall the proportion of children eligible for FSM is lower than the National average. We have 7 children who are on the Pupil Premium list.

2. The main priorities in the school's plan

2A:

Increasing the extent to which disabled pupils can participate in the school curriculum

Ensure that children with specific disabilities can access all aspects of the school curriculum and make excellent progress in school

Ensure that PP children fulfil their potential, where necessary they 'catch up quickly' and those with social, emotional and mental health needs have those needs met.

2B:

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school building has wheelchair access.

In the event of an emergency evacuation, risk assessment detail how individual children will be evacuated safely.

2C:

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Children with a specific identified need such as dyspraxia, dyslexia or dyscalculia have modified equipment to ensure that they can access the curriculum.

We liaise closely with Morecambe Road School and act upon advice to ensure that our children can fully access the curriculum.

Teaching Assistants have specific training to enable us to deliver: speech and language therapy. We access counselling through the Children and Family Wellbeing Service.

3: Making it happen

3A: Management, coordination and implementation

- The planning process

Children who need specific access arrangement to enable them to fully access the whole curriculum are identified by their class teacher. In many cases, parents will advise school of a pre-existing condition, for example Downs Syndrome.

- Coordination –

The Local authority are responsible for writing an EHCP for children who are assessed as needing one following a successful request for a Needs Assessment. These will detail where the child's needs are and are not being met and how we can modify the curriculum or their provision to ensure that they are.

- Other policies and plans –

This policy therefore works in conjunction with our SEND policy

- Implementation

All SEND children are tracked closely. Their progress is reported to governors to ensure that they are fully accessing the curriculum.

This policy will be reviewed every 3 years

Date of policy: July 2024

Next review date: July 2027

DRAFT

Appendix 1

Improving Curriculum Access

Reference	Question	Recommendations	Timescale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	HT / SENCo to monitor quality of differentiation and provision for all pupils (including those with SEND).	Ongoing	High		Ongoing	KH/RS
2	Interventions	SENCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Termly	High	Resourcing costs of identified areas to develop	Ongoing	RS JB/HH/MH/SW/MO
3	Ensure correct resources / support are provided for pupils with varying needs	(We have supported pupils with ASD / HI / Downs Syndrome/ Speech and Language difficulties/ ADHD / Dyslexia / Anxiety/ Attachment in recent years as well as learning needs) HT / SENCo meet regularly to discuss needs of current cohorts.	Half Termly Pupil progress meeting with teaching staff	High	Possible resource implications where gaps are identified	Ongoing	KH/RS HH/MH/JB SW/ MO
4	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ADHD ASD, Dyspraxia	SENCo / outside agencies deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Yearly plan as recommended by SEND Audit	Medium	CPD External specialist costs	ongoing	KH/RS