



## Accessibility Plan

### Recognising Common Learning Difficulties and Strategies to Support Pupils in School

#### 1. Introduction

This plan has been drawn together in consultation with stake holders and based on current provision and developments around the school.

We are committed to providing all pupils with a fully accessible environment which meets the needs of all pupils, staff and other stake holders but also develops the ‘whole child’ by instilling British Christian values.

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#### 2. Christian Ethos

Christ the King has developed a clear and consistent approach to Inclusion that encompasses our Christian Ethos.

We practice

- a strong ethos based on Christian values and respect for the individual wrapped in our core values.
- An emphasis on the whole pupils in a holistic Christian education.
- Teaching and learning strategies that reflect outstanding practice.

Christ the King Catholic and C of E Primary Academy seeks to ensure that all pupils are equally valued, treated with equal importance and given equal opportunities to be successful. Every pupils is entitled to a full and balanced curriculum. However, programmes of study may be modified to allow all pupils to access the curriculum at their level. It is intended that all pupils should be able to learn in a safe and reassuring environment, despite any difficulties they may have with the learning process. Staff, advised and supported by the SENDCo shares the responsibility for the needs of pupils with learning difficulties.

Parents are asked to contact the School with any enquiries so that any adjustments can be carefully considered, and where applicable, implemented.

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#### 3. Objectives

This Accessibility Plan details our aims to:

- Improve access to the physical environment of the school, adding specialist facilities where possible. This includes ensuring that all new buildings and existing buildings have optimum accessibility for all, given existing physical conditions and additions will be fully compliant with accessibility requirements.
  - Ensure that all pupils can access the curriculum regardless of their learning need or disability
  - Continuously develop teaching pedagogy to ensure Quality First Education
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#### 4. Identification and Assessment of Special Educational Needs and Disability

Included within this accessibility plan are:

- Details of alternative provision that some pupils may need to access when their learning needs are additional to or different from that which Quality First Teaching would largely support
- Plans for the development of the building site to allow equality of access
- The timetable for the continued professional development of staff to allow for Quality First Teaching

##### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010: The Act defines disability as when a person has a "physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Christ the King Catholic and C of E Primary Academy also considers other legislation in all decision making processes e.g. the Children and Families Act 2014 , the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) and this policy will be updated when new legislation is passed to account for any further duties / requirements of the School.

For detailed reference to specific areas of SEND please access

- The School Learning Support/SEND Policy
- The SEND Information report

Both are available on the School website

#### 4. Section One: Additional SEND/Withdrawn Support

Additional SEND/ Learning Support Provision Map			
	EYFS	KS1	KS2
Whole School	Reading intervention Spelling intervention RWI  Paired reading  Basic maths skills Transition Support Small teaching groups – literacy subjects/ Science Information on needs shared with staff Lunchtime club	Reading intervention Spelling intervention RWI Small English and Maths  Language skills work  Dyslexic Friendly lessons Lunchtime club	Proof reading shared with staff Dyslexic friendly Lessons Year 6 booster sessions Lunchtime club Library booster, shared reading

<b>Personalised Intervention, 1:1, small group actions</b>	1:1 homework support 1:1/ 3 literacy interventions – specialist SEN teaching assistant 1:1/3 basic maths skills  Social skills  Vysion Support during assessments  Use of ICT for extended writing RWI small 1:1 teaching Welcome interventions	1:1 homework support 1:1/ 3 literacy interventions – specialist SEN teaching assistant  1:1/3 basic maths skills Social skills Vysion Support during Modified timetable  assessments Use of ICT for extended writing RWI small 1:1 teaching Welcome interventions	1:1 homework support 1:1/ 3 literacy interventions – specialist SEN teaching assistant  1:1/3 basic maths skills Social skills  Vysion Support during Modified timetable assessments  Use of ICT for extended writing RWI small 1:1 teaching Welcome interventions
<b>Personalised learning</b>	Specific in class support with TA Pupil Profile plans shared with all teachers Modified timetable Specialist 1:1 language support Modified curriculum and modified resources 1:1 maths, time telling, money, number bonds 1:1- life skills. Teachings of days of the week, `he/she` , money, reading RWI significance of yesterday, today, tomorrow	Specific in class support with TA Pupil Profile plans shared with all teachers Work placement Modified timetable Specialist 1:1 language support 1:1 homework support 1:1/ 3 literacy interventions – specialist SEN teaching assistant. Social skills Modified curriculum and modified resources Reinforcement of key language	

### Exam Access

Christ the King Catholic and C of E Primary Academy follows the regulations and guidance set down by the DFE about access to SATs and ensuring reasonable adjustments. These adjustments include:

- Reader and/ or scribe
- Additional time in the exam (25 or 50%)
- Rest Breaks
- Separate accommodation

In making such arrangements consideration must be given to:

- Is there a need and has that need been assessed?
- Has there been a history of prior need?
- Is the access arrangement appropriate for the pupils and in line with their needs?
- Will the access arrangement be beneficial to the pupils?

When making arrangements we must also ensure that the integrity of the qualification is maintained and that all pupils are given fair and equal consideration.

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### The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means '**limitations going beyond the normal differences in ability which may exist among people**'.

**'Substantial'** means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

**'Long term'** means the impairment has existed for at least 12 months, or is likely to do so.

**'Normal day to day activities'** could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (**Study and education related activities are included in the meaning of 'day to day' activities.**)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

**Factors that might reasonably be expected to have a substantial adverse effect include:**

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

**Factors that might reasonably be expected not to have a substantial adverse effect include:**

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- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

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## 6. Section Two: Access to School

We will make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

Dedicated disabled parking bays are located at the front of the School near main reception, with access available through the front double-doors for the front of school. Access to other parts of the School, including the School Assembly can be accessed via the main corridor. The disabled toilets can be accessed through the school building.

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### Making adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan.

Christ the King Catholic and C of E Primary Academy will continue to make "reasonable adjustments" to ensure that disabled pupils, parents or visitors attending the school are not discriminated against.

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### What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources
- Health and Safety requirements