

Cusgarne Primary School Accessibility Plan

September 2023- July 2025

Purpose of the plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure that pupils/students and the wider school community with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - o Not to treat disabled pupils less favourably
 - o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - o To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting:
 - o recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - o recognises the effect their disability has on his/her ability to carry out activities,
 - o respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Barrier/Issue	Action	Who	When	Outcome Criteria	Review
Short Term	Staff members do not have the knowledge/skills to support pupils with differing SEND conditions.	INSET provided to all staff members on how differing conditions can impact learning across the curriculum. Training/support for teachers on adapting the curriculum.	SENDCO	Autumn 2023	Staff members have the skills and strategies to support children with differing SEND conditions and how these are reflected across the whole curriculum.	Spring 2024 – achieved
Medium Term	Staff members do not have the skills to successfully adapt the curriculum to support pupils with SEND.	Annual plan of CPD for all staff to be devised and delivered over the next year – to include inset days, half termly SEND staff meetings, CPD TA's to receive similar CPD.	SENDCO HoS	Autumn 2023 SENDCO to meet with each teacher and support with writing IPMs, IBPs and provision maps.	Staff have a better understanding of how to support pupils effectively and pupils make better progress.	Summer 2024 – achieved
Long Term	Pupils with SEND cannot access all lessons	Provide adequate adjustments including but not limited to :- ICT, dictation software, differentiation through adaptation, task management boards etc. Subject leaders work with SENDCO to devise subject specific SEND support strategies for each subject area.	SENDCO HoS Subject Leaders	Autumn 2023	Provision for all pupils improves across all subject areas.	Ongoing Review Summer 2025
	The attainment gap between pupils with SEND and those without SEND is not being reduced over time. (Year upon year improvement 2023-2025)	Annual plan of CPD for all staff to be devised and delivered over the next year. Identify SEND children and address barriers. Progress meetings to identify those SEND pupils and forensically scrutinise progress/barriers/strategies.	SENDCO HoS Class Teachers TA's	Autumn 2023	Staff to take responsibility for and plan more effectively for the progress of all learnings especially those with SEND.	Incremental Reviews Summer 2024 – specific progress meetings to take place

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On going
Summer
2025

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Barrier/Issue	Action	Who	When	Outcome Criteria	Review
Short Term	Classrooms not optimally organised for pupils/students with SEND.	Staff continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all.	SENDCO HoS Teachers TAs	Autumn 2023	SEND pupils will make progress in line with their starting points.	Spring 2024 – achieved
Medium Term	Pupils with SEND are given a voice and are consulted regarding the accessibility of classrooms, toilets and playground etc.	Pupils with SEND form part of the school council and their pupil voice is considered in all areas across the school.	SENDCO HoS School Council Lead Teacher	Autumn 2023	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Summer 2024 – achieved - regular pupil voice meetings where pupils with SEND are represented
Long Term	Insufficient number of toilets that are accessible to all children.	HoS to discuss with Tim Hooper and Alistair Sneddon for the removal of urinals and replaced with toilets.	SENDCO HoS Premises Team	Autumn 2023	To have a sufficient number of appropriate toilets.	Spring 2025 – achieved Summer 24 – urinals removed and new mixed gender toilet block has been created.

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Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Barrier/Issue	Action	Who	When	Outcome Criteria	Review
Short Term	Pupils with SEND are consulted regarding the accessibility of information which is directly aimed at them, including but not limited to; Google classroom, Wonde, new whole school initiatives, Times Table Rock stars, text books etc.	Pupils with SEND form part of the school council and their pupil voice is considered in all areas across the school.	SEND CO HoS School Council Lead Teacher	Autumn 2023	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Spring 2024 – achieved Now school policy to ensure that pupils with SEND are represented on the school council
Medium Term	Work with parent/carers to ensure that the website is presented in a family friendly way.	Consult parents/carers on the school website in questionnaire and how accessible they find it.	SEND CO	Spring 2024	Parents and carers have an input into how information on the school website is presented to them so it is more accessible.	Summer 2024 Review responses and adapt - if required. Ongoing – review Autumn 24
Long Term	Ensure Information is available and accessible in a variety of formats including - 'easy read' - large print - alternative languages.	Admin team to provide core information for parents and carers in a variety of suitable formats. These should be available in the school office.	SEND CO HoS Admin Team	Autumn 2024 Discussion on what information can be made available in various formats. Plan to roll out for Summer 2025	Parents/carers can access vital information easily.	Summer 2025