NORTON JUXTA KEMPSEY C.E. PRIMARY SCHOOL

"Together with love and joy of God, we will discover, develop and maximise our unique potential."

DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN (DES/AP) 2024 - 2027

Signed by:	
Head Teacher	**Julia Dean**
Chair of Governors	**Daisie Barnett**
Date Reviewed	**23rd July 2024**
Date of next Review	**September 2027**
Date Approved by GB	**24 September 2024**

AMENDMENT HISTORY

Date	Reason for Amendment	Person Responsible
24/07/23	Change of date of next review from 2023 to 2024 to bring into line with Trust policy matrix.	Review committee
23/07/24	Change school prospectus to school web site	Review committee
23/07/24	Add Legal Framework pages 3 & 4- From this policy has due regard …. to any detriment	Review committee

ACCESSIBILITY PLAN

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. – 1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK.
God's love for all people inspires us to give love in abundance.
We value and care for ourselves, others, and the world around us as God's creation, demonstrating our values of friendship, compassion, forgiveness and respect.
We believe this is of the highest importance to enable pupils to explore their differences with tolerance and mutual respect.
Our school vision is integral to everything we do at NJK.
We want to discover and maximise each child's unique potential. We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.

Introduction and Legal Framework.

The SEND 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 is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

In addition, all staff and governors at Norton Juxta Kempsey C.E Primary have a commitment to equal opportunities for disabled people: pupils, staff, governors, parents, carers and other people who use the school or who may wish to.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination.
- Advance equality of opportunity
- Foster good relations

Protected characteristics, under the Act, are as follows:
- Age
- Disability
- Race, colour, nationality or ethnicity.
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment

Norton Juxta Kempsey C.E Primary is committed to:
- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

To ensure equity of provision for disabled pupils, staff:
- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage.
- Will contribute to plans to increase access to education for disabled pupils.

1. Priorities for the development of the vision and values that inform the plan:

1A1: To ensure the vision and values statement is reviewed each year in particular in relation to the DES/AP.

1B: Information from pupil data and school audit
Information from pupil data and the school audit reveal Norton Juxta Kempsey C.E. Primary has a

number of children who have been identified as having either a learning difficulty, a specific learning difficulty, social, emotional and behavioural difficulties and speech and language difficulties which are substantial and long term, some of whom are included within the DDA definition of disability:

A person is disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Note: Substantial is understood to be more than minor or trivial. Long-term is understood to mean a year or more.)

Priorities for the development of information from pupil data and school audit to inform the plan:
1B1: To provide all new parents to school with information about the schools duties in relation to disabilities and ask them to complete the LA information sheet.
1B2 To liaise with pre-schools re their access arrangements for children which will then inform planning and arrangements in the Reception setting.

1C: Views of those consulted during the development of the plan

Staff at Norton Juxta Kempsey C.E. Primary regularly consult with parents about the provision for their children. All children's views, generally, are consulted regularly through class councils and school councils.

Priorities for the development of consultations to inform the plan:
1C1: To formally collect the views of all children about provision related to their disability.

2. Main priorities and actions for pupils

Note: this part of the plan is required by statute and must include proposals in each of these three strands:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical 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 that is provided in writing for pupils who are not disabled:

2A: Increasing the extent to which disabled pupils can participate in the school curriculum
At Norton Juxta Kempsey C.E. Primary there are already significant strategies in place to address the needs of disabled children. These include:

- Improving disabled children's access to the curriculum as an element of ensuring high quality teaching and learning for all, which includes having high expectations for all children.
- Systematically monitoring all children's progress and setting targets for improvement.
- The headteacher, having a key role in leading effective curriculum and professional development for all staff on inclusive classroom practice in general and on specific disability issues in particular.
- Teaching assistants being employed to connect disabled pupils to the curriculum, support the development of independence and promote social interaction.
- Regularly consulting with a range of outside agencies to ensure quality of provision. These include among others: speech and language therapists, Occupational Therapy, Regency outreach, Visual and Hearing impairment teams.
- Behaviour and anti-bullying policies which are key to promoting an inclusive environment in which everyone is valued for their particular and unique contribution.

However, the school is not complacent and constantly reviews the strategies it uses, and seeks out good practice, to ensure the best possible progress of all children including those who are disabled and /or with SEND.

Priorities for increasing the extent to which disabled pupils can participate in the school curriculum.
2A1: Making use of specialists who can identify alterations and amendments needed to the learning environment to allow full access to the curriculum
2A2: Use of specialist resources to allow children to access learning.
2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To ensure the physical environment of the school is inclusive, governors are committed to reviewing the physical environment provision annually, in general, and in particular when needs are identified, in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Norton Juxta Kempsey C.E Primary, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of LA personnel to facilitate this.

The school has already put a ramp in place at the main entrance to school to allow easy access to the school grounds by all children and adults. It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children.

Priorities for improving the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services.
2B1: Use of range of ICT hardware and software to allow children to record ideas.
2B2: Provision of quiet area for children with autistic spectrum disorder.
2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Norton Juxta Kempsey C.E Primary we take into account individual considerations and take advice from the range of agencies available to the school to do this.

Priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:
2C1: Use of ICT resources to improve access to learning i.e. adapting reading materials, magnifiers etc.

3: Making it happen

3A: Management, coordination and implementation
Overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class teachers, lunchtime staff, the SENDCO, the premises staff, curriculum coordinators, administrative staff and governors themselves.

At Norton Juxta Kempsey C.E. Primary the Head teacher will:

- Ensure that all staff are aware of the disability discrimination duties as they apply to schools.
- Secure the commitment of all staff to removing barriers and increasing access.
- Draw on support from within and beyond the school.
- Target training for particular groups of pupils/staff/aspects of school life.

- Share good practice between staff and with other schools.

Priorities for Management, coordination and implementation
3A1 Discuss DDA duties at staff meeting annually, at beginning of year, and arrange training as identified in performance management to inclusive, high-quality teaching and learning.
3A2 Share good practice in school at staff meetings.
3A3 Share good practice with cluster school at liaison meetings.

3B: Making the plan available
Schools are required to put their AP in writing, to resource them and implement them. At Norton Juxta Kempsey C.E. Primary the DES/AP will be part of the School Improvement Plan and will be published on the School Website.
Schools are required to report annually on the progress of their DES/AP and this report will be contained in the school website.

Priorities for making the plan available.
3B1: Publish DES/AP on school website.
3B2: DES/AP to become section of LIP.
3B3: Report on progress of DES/AP annually in school website.

Supporting School Aims:

- Enjoy their learning and progress to the best of his or her ability
- Learn key skills through high quality teaching and learning experiences
- Develop a range of broader skills and competencies relevant for 21st century life through a creative and engaging curriculum.
- Receive challenge and support to achieve the best they can
- Embrace the school's "values" programme, forming a positive foundation for life
- Progress and achieve to the best of their ability, developing a passion for learning
- Contribute to and benefit from the school and local community
- To learn within a safe environment and develop a caring attitude towards others.

Action/Task	Lead	Time Start End	Resources needed	Progress Indicators	Monitoring	Success Criteria
1A: The purpose and direction of the school's plan: Vision and values						
1A1 To ensure the vision and values statement is reviewed each year in particular in relation to the DES/AP	SLT	Sept 24	DES/AP	1A1 DES/AP vision and values statement discussed when reviewing SDP	Curriculum & Quality committee	1A1 Statement reflects practice in NJK.
1B: Information from pupil data and school audit						
1B1 To provide all new parents to school with information about the schools duties in relation to disabilities and ask them to complete the LA information sheet	SLT	Annually in July	SEN register Audit/SEND additional needs register	1B1 New parents of reception children are informed about audit at induction in Summer Term 1B1.2 New parents (other than at reception) informed of DDA audit 1B1.3 All children on SEN register are reviewed according to DDA definition of disability. 1B1.4 SENDco updates staff about duties under DDA act and about children in their class in Autumn term	NJKLGB	School SENDco and teaching staff have up to date information with which to plan appropriate provision
1B2 To liaise with pre-school nursery/other pre school settings re their access arrangements for children which will then inform planning and arrangements in the Reception setting	EYFS Phase Leader	Annually	Known chn in area	1B2.1 Date for meetings set in Spring and summer to discuss children identified as disabled and access arrangements in place. 1B2.2 Speak to parents of chn before normal induction if appropriate	EYFS Phase leader	Smooth transition into school for parents and children.
1C: Views of those consulted during the development of the plan						
1C1: To formally collect the views of all children about provision related to their disability	Class teachers	At IEP review or termly using	Knowledge provision made	1C1 All class teachers to record views of children about provision made for them and to ask what else would help them to access the curriculum.	NJKLGB	Children making best possible progress due

		Scholar pack data		1C2 Agree format for those children who are disabled but not SEN		to appropriate provision
2A: Priorities for increasing the extent of which disabled pupils can participate in the school curriculum						
2A1: Making use of specialists to assess environment	SENDco	In premises plan	Accessibility report from specialists	2A1.1 SENDco has read report. 2A1.2 Report discussed SBM to incorporate in premises planning 2A1.3 Advice from Access and Inclusion re strategies for individual children implements	NJKLGB	Children with disability accessing all areas of school provision
2A2: Use of specialist resources to access learning	SENDco	Half termly	Assessments	2A2.1 Advice sought 2A2.2 Resources purchased	NJKLGB	All suitable resources in place to support children's learning.
2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.						
2B1: Use of range of ICT hardware and software to allow children to record ideas	SENDco ICT co-ordinator HLTA	Termly meeting	Alpha smarts Dictaphone Clicker 6 Talking spots	2B1.1 Children identified who could benefit from ICT technologies 2B1.2 Staff training needs in technologies identified	SEND governor.	Children using Dictaphones. Word and Clicker to record ideas.
2B2: Provision of quiet area for children with ADDITIONAL NEEDS	HLTA	Available when needed	Space	2B2.1 Area identified in school that can be used as quiet area for child with additional needs.		Child with additional needs has calm area when needed
2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:						
2C1: Use ICT resources to improve access to the curriculum, adapting reading materials	All staff	Ongoing	Pastel papers	2C1.1 Staff understand need for use of magnifiers and adapting reading materials i.e. larger fonts etc.	SENDco	Children with dyslexia find reading information easier.
3A: Make it happen!: Management, coordination and implementation						
3A1 Discuss DDA duties at staff meeting annually	SLT	Annually at staff meeting	DES/AP	3A.1 All staff aware of duties under DDA act. 3A1.2 Training needs identified in performance management to ensure inclusive, high-quality teaching and learning	SEND governor	All staff able to implement duties under DDA as noted in staff meeting minutes
3A2 Share good practice in school at staff meetings	SLT	As appropriate	Good practice	3A2 Staff share good practice at beginning of staff meetings in connective children with disabilities to curriculum	SEND governor	All staff aware of good practice ideas to implement

3A3 Share good practice with pyramid school at liaison meetings	SLT	Add to pyramid + cluster agendas	Good practice	3A3 SLT discuss good practice in school in relation to 3A2	SEND governor	Pyramid schools increasingly able to connect disabled chn to the curriculum
3B: Making the plan available:						
3B1: Publish DES.AP on school website	HT	ASAP	Nil	3B1 Discuss plan with LGB and then publish on website	HT	DES/AP available to parents
3B2: DES/AP to become section of LIP	SLT	ASAP	Nil	3B2 DES/AP put into LIP document	LGB	Implementation & MER of DES/AP part of school review programme
3B3: Report on progress of DES/AP annually in school web site	SLT	Spring term annually	Nil	3B3 Progress report written and put on website	LGB	Parents aware of progress of DES/AP
Judgement on evaluation: 1. SEN governor to report on progress to curriculum & quality committee						

Plus: Additional work areas