

Wavertree CE School



Accessibility Plan 2020- 2023

Wavertree CE School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

Definitions of SEND-

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.’ (SEND code of Practice 2014)

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given

in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.’ (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality Action plan.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’....’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

The School's Context

We are voluntary controlled school, age range 3yrs to 11yrs. The school comprises of one main Victorian Building with a recently refurbished extension to the original building. Our playground is situated on the other side of a small unadopted road.

The School's Vision:

Belong Believe Achieve

A place where everyone belongs to the family of Wavertree with faith in God at the centre. Where we believe in ourselves and others. Where we achieve our full potential. Where hope and love inspires all that we do. Philippians 4:13 I can do all things through Christ who gives me strength.

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
- 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:

- Governors
- Head Teacher
- Deputy Head Teacher
- SENDCO

Accessibility Plan for Wavertree C of E School - 2020- 2023

Curriculum

	Action	Success Criteria	Staff Responsible	Resources	Cost	Time line	Monitoring	Evaluation
Short Term	Emotional well-being: To support children and adults through Covid restrictions.	Children are able to access support programmes wherever necessary.	Mrs Brooksbank Miss Vaughan Mrs Bass	Counselling Kooth/Qwell Relevant NHS agencies.	Training Costs £400	July 2021	Headteacher, SENDCo., governors	Are the emotional needs of pupils and staff met appropriately?
Medium Term	Develop behaviour strategies to enable vulnerable children to access learning.	Staff more confident about supporting pupils with disabilities	Mrs Brooksbank Miss Vaughan	SEN time Staff Meetings	Time	July 2022	Headteacher, SENDCo., governors	Are disabled pupils able to access all areas of the curriculum effectively?
Long Term	To ensure that the gaps in the curriculum have been addressed in all Year Groups.	Gaps are correctly identified and appropriate children are targeted to close the gap.	Mr Woods Class teachers	Time for assessment And intervention	£3000 per year	July 2023	Headteacher, SENDCo., governors	Has the gap closed for the vast majority of children?

Physical Environment

	Action	Success Criteria	Staff Responsible	Resources	Cost	Time line	Monitoring	Evaluation
Short Term	To work in conjunction with the LA to investigate ramp access onto the school playground.	Physical environment takes into account the needs of disabled pupils, staff, visitors	Mrs Brooksbank Governors	Governor Meetings	LA to fund	July 2021	Headteacher , SENDCo., governors	Is access to school improved as a result of these measures?
Medium Term	To develop Forest School within Wavertree CE School	Children have an improved development of collaborative learning skills.	Mrs Hodgkinson	Staff Training	£2000	July 2022	Headteacher , governors	Are children able to work collaboratively?
Long Term	To replace the school bell system.	Disabled children are not distressed by the sound of the bell.	Mrs Brooksbank Governors	Consultant advice	TBC	July 2023	Headteacher , governors	Are children physically and emotionally comfortable with the sound of the bell?

Information

	Action	Success Criteria	Staff Responsible	Resources	Cost	Time line	Monitoring	Evaluation
Short Term	To introduce a new online booking system for catering.	Parents have greater control over what their child is able to eat in school	Mrs Brooksbank Governors	Dolce Consultant Relevant software	£TBC	September 2021	Headteacher Governors	Are parents satisfied with the quality of service provided?
Medium Term	To support children and parents whose second language is English by using Google Lens for translation	Parents can access appropriate support, e.g. translator, telephone helplines etc	Mrs Brooksbank SENDCo	Links to EMTAS (Ethnic Minority and Traveller Achievemet Service)	TBC	July 2022	Headteacher SENDCo	Can EAL children and parents access the information they need and communicate effectively with the school?
Long Term	All images placed on the school website will be fully accessible for the visually impaired.	Staff ensure that all images are fully accessible.	Mrs Brooksbank	Staff meeting	Time to access the website.	July 2023	Headteacher Governors	Is our website fully compliant for visually impaired viewers?