

Accessibility Plan

Mission Statement

Cathedral Primary School (CPS) is a primary school in the heart of Bristol that opened in September 2013. We aim to provide an outstanding education for children across the Bristol area and the school is part of the evolving Cathedral Schools Trust (CST) .

We are proud of our innovative and creative curriculum that takes full advantage of the wonderful resources surrounding the school to enrich children’s learning opportunities. Our curriculum is carefully planned to support children’s natural curiosity with a strong emphasis on the music curriculum as part of this experience.

Name of policy	Accessibility Plan 2018
Author of policy	Gary Scott-Mullen
Date approved by Governors	
Date to be reviewed	Triennially – Oct 2021

Background

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010, requires all Schools to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

This Accessibility Plan also pays reference to the SEND Code of Practise 2015 that emphasises the need for *effective inclusion of all pupils in high-quality everyday personalised teaching*

The purpose of this Accessibility Plan is to:

- ✓ Increase the extent to which disabled pupils can participate in the curriculum;
- ✓ Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ✓ Improve the availability of accessible information to disabled pupils.
- ✓ Commit to further improvements to access over a period of time

Spiritual, Moral, Social and Cultural development

The DfE have recently reinforced the need *‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs’* .

This should happen in the context of a wider Spiritual, Moral, Social and Cultural (SMSC) provision through which schools should;

- Explore beliefs and experience; respect faiths, feelings and values
- Enjoy learning about oneself, others and the surrounding world
- Use imagination and creativity

- Reflect.
- Recognise right and wrong
- Respect the law
- Understand consequences
- Investigate moral and ethical issues
- Offer reasoned views
- Use a range of social skills
- Participate in the local community
- Appreciate diverse viewpoints; participate, volunteer and cooperate;
- Resolve conflict;
- Engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

At CPS we see our community as a microcosm of British Society; of mixed ability, socioeconomic status, gender, race and those of different faiths and of no faith.

Access to the Curriculum

CPS is committed to ensuring that the school curriculum is accessible for all pupils. In line with the Teacher's Standards framework (2011) we make the education of pupils our first concern. We are accountable for achieving the highest possible standards in work and conduct. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of our pupils. We endeavour to:

- Adapt teaching to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

We will endeavour to:

- Offer modern curriculum pathways and support networks that address the needs of learners, based on ability not age, tradition or government initiatives.
- Create a seamless transition from KS2-KS3 by working closely with our partner schools at associated levels in curricular delivery, opportunity and learning pedagogy.
- Identify early, through the use of data and observations, those students needing support at classroom, subject and whole school level.
- Use a range of inclusive strategies (including use of ICT) to promote access to the curriculum.
- Evaluate the outcomes of our current provisions and the value for money it provides (including the use of Pupil Premium funding).
- Ensure teaching and support staff are provided with opportunities for Professional Development to enhance curriculum and teaching provisions.
- Keep parents and careers informed of curriculum developments and change.

Monitoring:

Access to curriculum will be monitored by SENDCO/ Asst. SENDCo and findings reported to Headteacher and LGB via SEND Governor

Access to the Environment and building

CPS is committed to ensuring that the school environment is accessible for all pupils and staff who use it. The school will make any reasonable adjustments necessary to the physical environment to ensure accessibility for disabled members of the school community. The development of the new Cathedral Primary School (opened Sep 2017) insured that we are DDA compliant in relation to acoustics, lighting, corridors, toilets and washing facilities and access across floor levels via lifts and ramps .

We will:

- Maintain current systems in place to support access to the environment e.g. lift system, hand rails, adjustable desks Make reasonable adjustments following advice and guidance provided by specialist agencies to ensure access for disabled pupils e.g. Sensory Support advising on necessary changes to support Visually Impaired students
 - Consider provision of auxiliary aids to ensure disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment e.g. purchase of coloured overlays for pupils with visual stress difficulties.
 - Liaise with primary schools, parents/carers and specialist agencies to ensure disabled pupils have appropriate access to facilities to meet the needs of their disability e.g. providing access to appropriate spaces for pupils with medical needs to self-medicate
- Monitoring: Access to environment will be monitored by SENDCO/Asst. SENDCo and findings reported to Headteacher LGB via SEND Governor.

Access to Information

CPS is committed to ensuring that the information is accessible for all pupils and parents/carers. The school will make any reasonable adjustments necessary to the information created to ensure accessibility for disabled members of the school community.

We will:

- Provide accessible information for disabled pupils and their parents/carers
- Provide appropriate mediation of information to ensure access for pupils e.g. modifying written information into braille format for visually impaired pupils
- Where reasonable, respond to parent/carer requests to provide information in alternative formats to written English
- Use appropriate and identified forms of communication to disseminate information to parents/carers e.g. email, telephone, written communication.

Monitoring:

Access to information will be monitored by SENDCO/Asst. SENDCo and findings reported to the Headteacher and LGB via SEND Governor.

Review Date: This Plan will be reviewed at the end of the three year cycle stated on the front of the plan.