



ACCESSIBILITY PLAN

Alderman Cogan's Church of England Primary Academy offers a comprehensive Christian primary education to families in East Hull.

The academy is a caring community built on Christian values and beliefs, which permeate all aspects of academy life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the academy, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically.

This is the context in which this policy is written.

This plan was written in the Autumn Term 2017 and will be reviewed in the Summer Term 2020.

Introduction

The SEN 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.

1. *Not to treat disabled pupils less favourably for a reason related to their disability.*
2. *To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.*
3. *To plan to increase access to education for disabled pupils.*

This plan sets out the proposals of the Local Governing Body of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- a. *Increasing the extent to which the disabled pupils can participate in the academy curriculum.*
- b. *Improving the environment of the academy to increase the extent to which the disabled pupils can take advantage of education and associated services.*
- c. *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 academy's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

Definition of a Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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'.

1a. The purpose of the academy's plan, vision and values

At Alderman Cogan's CE Primary Academy we are committed to giving all of our children every opportunity to maximise and reach their full potential.

We take into account the varied life experiences and individual needs of the children when planning their learning goals.

We offer a broad and balanced curriculum and have consistently high expectations for all of our children, including those with special educational needs, disabilities or impairments.

We support the individuality of all irrespective of disability, religion, ethnicity, gender or background.

Our academy is inclusive. We continually seek to remove the barriers to learning and participation that may hinder or exclude individual pupils, or indeed groups of pupils.

Equality of opportunity must be a reality for our children:

Girls and Boys

Minority ethnic and different faith groups

Children for whom English is an additional language

Vulnerable children

Children with Special Educational Needs

Gifted and Talented children

1b. We have children with a wide range of special needs, disabilities and impairments within our academy.

These include physical, sensory and medical disabilities.

We also have an ever increasing Autistic Spectrum Condition population due to our good reputation and past successes in this field.

We strive to gather all relevant information from Early Years settings so that we can be prepared for the children when they arrive at our academy.

Early identification is something that will be developed further through the New SEN Code of Practice & SEND Reforms (in place from September 2014), which now aspire to support Young People with Special Educational Needs from 0 to 25 years of age.

We liaise closely with parents and professionals involved with the children to ensure we provide the right care for each child's individual needs.

Inclusion is paramount within our academy and we aim to ensure all children have full access to the learning opportunities and facilities within academy as well as extra-curricular activities and off-site events and trips.

1c. Views of those consulted during the development of this plan

- *Results of questionnaire sent out in October 2017 to Parents/Carers*

Approximately 50 questionnaires were sent out to parents of children currently on our SEND register as well as those parents known to have disabilities themselves or to have other family members with impairments.

The response was disappointing in the actual numbers of questionnaires returned, but this is hopefully a positive, as generally people only reply when there are problems or grievances to highlight.

Of the 3 questionnaires returned, only positive comments were raised:

- a. *all parents feel that the entrances are clearly signposted*
- b. *they can easily access the designated entrances to the school*
- c. *their child can access extra-curricular activities/clubs if they wish too*
- d. *their child had never faced adverse reactions here*
- e. *they feel staff are well-informed of their child's needs*
- f. *'the school is working really well with us'.*

**A copy of the questionnaire sent out is attached at Appendix 1.*

The views of our Additional Needs Children are sought prior to the scheduled Reviews of Progress, whereby they are asked to complete a Self-Assessment sheet.

This allows them to say how they feel about all areas of their school life and to raise any issues or problems they may have.

The School Council is also used to voice the concerns and suggestions of all of the children, with a designated 'Equalities Representative' elected from our additional needs children.

- *Staff supporting children with Special Needs*

The staff at Alderman Cogan's CE Primary Academy aim to further the well-being and inclusion of all of the children they support.

- *Academy Site Manager*

Our Site Manager advises us of Health & Safety issues relating to accessibility, and wherever possible, he endeavours to repair/facilitate areas and equipment when required.

As a parent of a child with Additional Needs himself, his views have proved insightful and invaluable, as is his ‘can do’ attitude.

2a. This plan aims to ensure that:

Disabled pupils have full access to extra-curricular activities with suitable differentiation and support where appropriate.

Parents and pupils views are sought and taken into account when planning appropriate learning opportunities both on and off-site.

The academy continues to draw on the expertise of external agencies and professionals to provide specialist advice and support for our children where needed.

There are consistently high expectations of children across all ages and abilities.

Support staff are trained and deployed effectively.

Successful practice is shared within the academy.

2b. We aim to continually improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of the learning opportunities available to them.

To do this we will:

- a. Ensure that lighting, signage and floor coverings are suitable for all, regardless of disabilities or impairments.
- b. Ensure that toileting, washing and changing facilities are adequate for all, as above.
- c. Improve the layout of the playground and other common areas to make them more accessible to all users.
- d. Ensure that lifts and ramps are accessible and in good working order.

2c. We aim to improve the delivery to disabled pupils and parents of information that is provided in writing for pupils and parents who are not disabled.

To do this we will:

- a. Deliver information in a variety of formats, such as Braille, in large print, on audio tape, in simplified language, or using a symbol system to suit preferences expressed by pupils or their parents.
- b. Ensure that where appropriate, help is available from the relevant support services, ie: Braille.
- c. Know how to access the relevant support services quickly.

3. Management, co-ordination and implementation

The Local Governing body will monitor the Accessibility Plan.

The Plan will be reviewed and updated every three years.

The Accessibility Plan will be implemented in co-ordination with:

- a. The academy Improvement Plan
- b. SEND Policy
- c. Equalities Policy
- d. Health & Safety Policy
- e. Inclusion Policy

Please find attached the proposed timetable for prioritising and implementing the needs highlighted (Appendix 2).

ALDERMAN COGAN'S CE PRIMARY ACADEMY

ACCESSIBILITY QUESTIONNAIRE FOR PARENTS

APRIL 2017

I would very much appreciate your views regarding accessibility at Alderman Cogan's CE Primary Academy. Accessibility is a broad term which covers not only the physical aspect of accessing the building and the facilities available therein, but also ensuring that all those involved within and around our academy have full access and inclusion in all areas of academy life despite any disabilities, special needs or impairments which may affect them. Any information given will be strictly confidential.

Do you or your child have a disability or special need (this may be a language/communication difficulty)?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, could you explain how it affects you or your child?				
If no, can you outline the difficulties you experience?				
Do you feel that entrances are clearly signposted?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If no, do you have any suggestions for improvement?				
Can you easily access all of the designated entrances to the academy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If no, are there any suggestions as to how we could improve things?

Is your child able to access extra-curricular activities/clubs if they so wish? Yes No

If no, how do you feel this could be made possible?

Have you or your child ever had any adverse reactions (bullying, exclusion etc.) from others to your/their disability/impairment? Yes No

Do you feel that others in and around the academy are well informed as to your child's, or your own particular needs? Yes No

If no, do you think it would help if they were made more aware or would you see this as an infringement on your privacy? Yes No

Please use the space below to add any further comments or suggestions you may have.

If you would like to discuss any matters arising from this questionnaire, please feel free to contact me.

Thank you for your time.

Mrs D. Barnard
Assistant SENCO

ACCESSIBILITY PLAN 2017

Target	Strategies	Desired outcome	Timeframe	Progress	Achieved
1. The outdoor space is suitable for all users.	Create school garden to grow fruit and vegetables. Include some collective worships outside on the plan.	All pupils are able to access the playground easily, safely and make good use of recreation time. Children will be able to explore, learn and worship from outdoor experiences.	July 2017	Pupils with a disability are able to access the play facilities in academy, both indoor and outdoor. Children will be able to participate in learning outside of the classroom.	
2. All visitors to the academy are able to see the most recent news from the academy.	Research use of monitor and raspberry pi to communicate messages to people waiting in reception area.	All visitors to the academy are able to see highlights, news and updates from the academy.	July 2017		
3. Behaviour policy reflects needs of current cohort of children and is inclusive of all needs.	SLT to create Behaviour Policy then deliver to staff and monitor/support implementation.	All staff and children understand the behaviour policy and it is applied consistently throughout school, differentiating where necessary to facilitate this.	November 2017 and ongoing.	The academy is 'disability conscious' and strives to be inclusive in practice.	