



# MOTTRAM CE PRIMARY SCHOOL

## Accessibility Plan 2024-2027

The Staff and Governors of Mottram CE Primary School undertake a commitment to the pupils and parents to offer equal access to a wide, balanced education within a secure and safe environment, based on a Christian foundation.

### Introduction

The SEN (Special Educational Needs) 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 be resourced, implemented, reviewed, and revised, as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

**Date of Plan: January 2024**

Presented for approval at the FGB meeting on 6<sup>th</sup> February 2024 .....



## **Definition of 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 effect on his or her ability to carry out normal day to day activities.’

## **The purpose and direction of the school plan: vision and values**

At Mottram CE Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad, balanced, and rich curriculum and have high expectations for all pupils. The achievements, attitudes, and well-being of all our children matter. Our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, which may be caused by:

- gender;
- minority ethnic and faith groups;
- children of a disadvantaged background
- children who need support to learn English as an additional language;
- children with additional needs including disability;
- gifted and talented children;
- children who are vulnerable;

## **How we identified Disability and Additional need (Special Educational Needs and Disability)**

Sometimes children are identified as having a disability or special educational need before they come to Mottram CE Primary School. As well as receiving information from parents, we are also often informed via medical, Local Authority and /or other Early Years settings. In these cases, we recognise the high importance of getting as much information as possible so that we can adapt provision to need. This includes not only educational need but on occasion, care for the physical and medical state of a child. Before a child starts in our school, we try and meet with parents/carers, all professionals and most importantly, the child, so we can all have a shared understanding of their needs. This is also the case if a child joins us mid schoolyear.

If a child has an unidentified need /diagnosis when they come to our school, we aim to support the child, family, and other professionals by sharing all information and knowledge we have to hand (with the consent of the family). We aim to do this with sensitivity, yet with honesty and integrity to ensure the best outcomes for the pupils.



Love

Compassion

Respect

Believe

## The main priorities in the school plan:

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school***. It is our job to make sure our school fits in and works with the need of the pupil, not making the pupil fit in with the school.

The action plan below ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of pupils with SEND
- There are high expectations of disabled pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to all extra-curricular activities.

The Governing Body of the school have the strategic responsibility for ratifying and monitoring this action plan, at least annually. The Head teacher and teaching staff will be responsible for the day-to-day implementation. The plan will be made accessible through the school website: <https://mottram.tameside.sch.uk/>