

Pathway Primary Federation



DISABILITY EQUALITY SCHEME

AND

ACCESSIBILITY PLAN 2026-2029

Whittington CE (Aided) Primary School

Morda CE Primary School

ACCESSIBILITY PLAN

3-year period covered by the plan – July 2026-2029

Introduction

This Accessibility Plan covers the three-year period from July 2026 to July 2029 and has been developed in accordance with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years (2015).

The Governing Body of Pathway Primary Federation is committed to ensuring that all pupils can access and participate fully in school life. We are committed to promoting equality of opportunity and fostering an inclusive environment in which every pupil is valued, supported and encouraged to achieve their full potential.

Under the Equality Act 2010, the school has a duty to:

- Not discriminate against disabled pupils in admissions, education, or access to benefits, facilities and services.
- Make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.
- Improve access to the curriculum, physical environment and information for disabled pupils.
- Promote equality of opportunity and positive attitudes towards disability.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the following areas:

- 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 of information to disabled pupils and their families, including information that is provided in writing for pupils who are not disabled.

The schools are committed to ensuring that this Accessibility Plan is adequately resourced, implemented, monitored and reviewed. Progress towards the objectives within the plan will be reviewed annually by school leaders and governors, with a full review taking place at the end of the three-year cycle.

This plan should be read alongside the school's SEND Policy, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy and other relevant safeguarding and inclusion policies.

DEFINITIONS

Disability

A person is disabled if he/she has a mental or physical impairment which has a substantial and long term adverse affect on the ability to carry out day to day activities;

- Substantial – more than minor or trivial effect
- Long term – a year or more
- Day to day activities – living and earning

The definition of mental illness does not rely on the 'medical model' for those who are not clinically recognised.

Impairments

Having an impairment does not imply a young person is disabled, however, it relates to the effect on their ability to carry out day-to-day activities. Examples include:

- Mobility
- Physical dexterity and coordination
- Degenerative conditions (tumours)
- Speech/language, communication
- Epilepsy
- Diabetes
- Asthma
- Cystic fibrosis
- ME
- Tourettes
- Sensory , physical impairment

Hidden impairments :

- Dyslexia
- ASD/Aspergers
- ADHD

Not included are those children with emotional and behavioural difficulties for social and domestic reasons.

The definition now includes people with progressive conditions including HIV, multiple sclerosis and cancer. Of significance the DFES has determined that 7% of children of the age of 3 – 19 years have a disability

1A: The purpose and direction of the school's plan: vision and values

Our vision is that Pathway Primary Federation should be a harmonious learning community where children are challenged to achieve their best and are valued as individuals.

The Federation's commitment to equal opportunities is driven by the National Curriculum Inclusion Statement.

The schools;

- set suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Our commitment is to promote equality of opportunity for people with disabilities within the Every Child Matters agenda. The Five Outcomes are addressed within the concept of teaching and learning:

- Not to treat pupils with disabilities less favourably for a reason relating to their disability without justification
- To make reasonable adjustments so that they are not at a substantial disadvantage in comparison to those who do not have disabilities.
- To plan strategically to increase access over time, to the school premises and through the curriculum and providing different materials in alternative formats to ensure accessibility.

If the school is unable to meet the needs of a young person through reasonable adjustments and the best endeavours of all concerned – to have regard for the guidance in the SEN Code of Practice 2002.

Pathway Primary Federation is committed to fostering an inclusive environment where all pupils, regardless of disability, can access and participate fully in education and school life. This commitment extends to all members of the school community and underpins all aspects of school planning, teaching and decision-making.

1B: Information from pupil data and school audit

In order to offer quality assurance, we carry out trend analysis over a 3 to 5 year period for children with Learning Difficulties.

We consider the nature of the pupils we have and those who are already coming through the pre school settings. Meetings with parents and specialists are carried out well ahead of time so that access arrangements can be made in advance.

This informs of changes that we need to make and then we make provision for these in our plan for our School Improvement. We identify the priorities that will do most

to increase access for disabled pupils. Our disabled pupils play a very varied and active part in school life. Their diverse needs are well catered for and they have a strong sense of well being.

There are a number of ways we collect data from current pupils, this helps us to promote good achievement from them;

- Our Pupil tracking system in school informs us of the levels of achievement.
- We records of the nature of the pupils with disabilities. These inform us of the need for specialist services in school like Physiotherapy, Speech therapy etc.
- Termly reviews are carried out with Class teacher and SENCO to discuss IEP targets. Additional Teaching Assistant support is set up where relevant and we ensure specialist services are being accessed if necessary.
- Annual review meetings are held in school with specialist services who are involved with the pupil. A detailed analysis of data for the pupil with disabilities is discussed. These include;
 - end of key stage outcomes
 - comparative progress measured by Optional SATs
 - achievements in extra curricular activities
 - broader outcomes such as those set out in Every Child Matters.

When new pupils arrive in school we carry out an assessment with the parent to consider the strengths we can promote and to gain as much information about how we can remove any barriers to learning they may have.

Following a short integration period we will have staff discussions about the way we as a Federation are responding to their diverse needs:

- Are we making reasonable adjustments in the classroom to help them achieve their potential?
- Are we setting high enough expectations and realistic challenges?
- Do we need to set up more Friendship groups to help them integrate more successfully?

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

Pupils are consulted on the Accessibility Plan as the plan is more effective if it is informed by the pupil's views.

The schools consults regularly with parents and professionals

- to identify problems in access for disabled pupils.
- to identify the most effective ways of removing barriers for disabled pupils
- to widen understanding and promote a solutions-based approach.

This improves the working relationships within the Federation for disabled pupils and their parents. It ensures the plan is coordinated with the LA Strategy to provide training opportunities and identify areas where additional funding is required.

The following groups are part of the consultation process:

Governors (Curriculum Committee and SEN Governor), Parents, Pupils, Staff,

Outside agencies – health professionals, occupational therapist, speech therapist, educational psychologist, behaviour support teacher,

2. THE MAIN PRIORITIES OF THE FEDERATION'S PLAN

(See appendix 1 for further details of our Accessibility Plan)

The schools within the Federation will make reasonable adjustments for the pupil at different levels of school life:

- For the individual disabled pupil
- For their practices and procedures
- In their policies

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

As a Federation we;

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled pupils, their parents and others
- Identify practical solutions through a problem solving approach
- Ensure that staff have necessary skills
- Monitor the effects of adjustments on a pupil's progress.

The Federation follows the national Curriculum Statement by collaborative planning, in consultation with the Assistant Head or SENCO in order to;

- Set suitable learning challenges
- Responding to diverse learning needs
- Overcome potential barriers to learning and assessment.

For those pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of adaptation is necessary. We follow the National Curriculum Statement on Inclusion which outlines how teachers can modify programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. Teachers plan for a gradual improvement over time where the curriculum becomes more accessible.

The school takes into account pupils' sensory processing needs when planning learning environments and classroom practice. Where pupils experience sensory

processing difficulties, appropriate adjustments are made to reduce barriers to learning. This may include the use of sensory resources, adapted timetables, structured environments, movement breaks, or access to quiet or low-stimulation spaces. Staff use advice from external professionals where available to ensure that provision is tailored to individual needs.

The Federation also provides targeted support through its SEND Hubs, which offers specialist provision for pupils with a range of additional needs, including autism spectrum condition, communication and interaction needs, global developmental delay, and physical and medical needs such as muscular dystrophy. The SEND Hubs supports pupils to access learning through highly individualised approaches, specialist resources, and adapted environments, while promoting inclusion within mainstream classroom activities wherever appropriate.

The SEND Hubs works closely with teaching staff, parents, carers and external professionals to ensure that pupils' needs are identified early and that appropriate support strategies are in place to enable progress and participation in school life.

We use:

- a range of techniques – PCPs for targeting specific needs, positive behaviour plans, adaptive teaching strategies (including chunking instructions, scaffolding and pre-teaching of key vocabulary), and differentiated outcomes and success criteria
- a variety of recording systems – ICT, Dictaphone, scribes, writing frames, speech-to-text and other assistive technology where appropriate
- visual supports such as timetables, task boards and symbols to support understanding and independence
- flexibility of staffing to enable pupils to have maximum access to favourable learning conditions, including supported group work and targeted adult support
- movement breaks, sensory breaks and access to quiet or low-stimulation spaces where required
- alternative ways of demonstrating learning, including oral, practical, photographic and ICT-based evidence

We act on advice from Outside agencies, for example the EP. We have adopted the BDA advice making our school Dyslexic friendly. We are Parent friendly – being approachable in school, able to give time to discuss needs as requested. Our Learning Mentor spends time with parents- discussing any problems they may have and helping to get any necessary support.

Access to curriculum areas which cause more of a barrier for some pupils – such as PE for a physically impaired pupil – is carefully planned. Programmes are set by a physiotherapist and are often carried out during PE lessons.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Our buildings are accessible to all. Education is available to all our pupils and we endeavour to cater for all needs with reasonable adjustments.

The school is committed to ensuring that disabled parents, carers, governors, visitors and members of the wider community are able to access school facilities and participate fully in school life. Reasonable adjustments will be made, where practicable, to enable attendance at meetings, events, performances and other school activities. The school will work with individuals to identify and remove barriers to access wherever possible.

The buildings caters for wheelchair users. There are accessible toilets. We work closely with the LA if, through professional advice, further adjustments are deemed necessary.

In our Annual Review meetings for pupils, we set targets for integration and we;

- Follow the advice of outside professionals for purchasing specialist equipment such as special chairs, sloping desks, laptops.
- Ensure curriculum activities are accessible wherever possible and extra curricular activities cater for individual needs
- We have quiet spaces for pupils with any sensory difficulties. These pupils have a flexible timetable to enable them to overcome their barriers to being in the larger classroom all day.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

In order to improve delivery to disabled pupils:

- Information will be made available, upon request, in alternative formats where reasonably practicable, including large print, electronic formats and other accessible formats to meet individual needs.
- Signs and symbols are used to give information around school. There is an emphasis on visual stimulation for all pupils. Photographic material is used to aid access for many groups of people. (i.e. for Autistic pupils)
- Pupils use visual timetables and teachers teach with a variety of learning styles to ensure all pupils can learn. Teachers consider visual, auditory and kinaesthetic principles when they are teaching.
- Training is given to new teachers and teaching assistants to promote this inclusive good practice. Teaching Assistants are encouraged to reduce barriers and this includes scribing / writing for some pupils in planned activities.
- The school will ensure that digital learning platforms, online resources and communication systems are accessible to disabled pupils and pupils with SEND wherever reasonably practicable. Staff will consider accessibility when selecting and using digital tools, and support will be provided where needed to enable full participation.
- ICT laptops and software programmes like Clicker 5 and tape recorders are used as normal classroom practice to help pupils who have motor difficulties.
- Coloured paper and coloured overlays are used in school for those pupils who benefit.
- Pupils recognise their strengths and often how best to overcome their barriers to learning using this type of equipment.

3. MAKING IT HAPPEN

3A: Management, co-ordination and implementation

The SLT team (Executive Headteacher, Head of School, Assistant Headteacher, SENDCo, Business Manager and Support Assistant Lead) meet regularly:

- to plan ahead,
- to organise relevant training for staff - The school is committed to providing ongoing professional development for staff and governors to promote disability awareness, inclusive practice, adaptive teaching strategies and an understanding of the school's duties under the Equality Act 2010. Training needs will be identified through the school's monitoring processes and in response to the needs of individual pupils.
- to discuss school evaluation – SEN and Inclusion aspects
- of relevant procedures and any necessary training will be provided.
- to discuss health and safety and safeguarding
- to discuss and organise upcoming renovation and building projects

Where required, Personal Emergency Evacuation Plans (PEEPs) will be developed and reviewed for pupils, staff or visitors with disabilities to ensure their safety and wellbeing in the event of an emergency. Appropriate staff will be informed

We plan ahead to cater for pupils who have significant physical needs.

The SLT team and the Learning Mentor are responsible for liaison with parents, staff, governors and outside professionals.

3B: Getting hold of the school's plan

The school plan is reviewed annually in line with an analysis of forthcoming need.

There will be a full review during the summer term 2027.