**CUMBRIC EDUCATION**

**CURRICULUM PLAN 2021-2023**

**PUPILS WITHAN EDUCATION HEALTH CARE PLAN**

**PURPOSE**

The purpose of this plan is to show how Cumbric intends to adapt the curriculum to facilitate pupils with an Educational Health Care Plan. This also includes the physical environment and written information so that all pupils with a disability can take full advantage of their education and learning during their time within our community.

**GUIDING PRINCIPLES**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics: age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Proprietors are required by Law to prepare an accessibility plan and “further such plans at such times as may be prescribed”.

The purpose of this document is to plan for:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum.

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.

- Improving the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

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**DEFINITION OF A DISABILITY**

**The Equality Act 2010**

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Equality Act 2010 that is:

*‘…a physical or mental impairment which has a long-term and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.*

A reference to a disabled person is a reference to a person who has a disability:

*‘In relation to the protected characteristic of disability —*

*(a) reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability,*

*(b) a reference to persons who share a protected characteristic is a reference to persons who have the same disability.’*

**SEND CODE OF CONDUCT 2015**

The SEND Code of Conduct 2015 states that ‘*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.*’ This can be further defined as:

- *A 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 from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Schools need to carry out accessibility planning for disabled pupils and they must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.

- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

- Improving the availability of accessible information to disabled pupils.

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Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

**KEY AIMS**

To increase and eventually ensure for pupils/students with a disability that they have total access to Cumbric School environment, curriculum and information, and full participation in our school community.

**FINANCIAL PLANNING AND CONTROL**

The Proprietors, Senior Teacher and Governors will review the financial implications of the Accessibility Plan as part of the normal Annual Budget Review process.

**OUR ACTIONS**

In accordance with the requirements of the Equality Act 2010, our school priorities are:

- **Increasing Access for disabled pupils to the school curriculum**.

 This includes teaching and learning, and the wider curriculum of the school, e.g., participation in any after school clubs, leisure, and cultural activities, or school visits.

 **Improving access to the physical environment of the school**.

This includes improvements to the physical environment of the school and physical aids to access education.

 **Improving the delivery of written information to disabled pupils**.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents/carers preferred formats and be made available within a reasonable time frame.

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| **COMPLIANCE WITH THE EQUALITY ACT**The equality duty covers the nine protected characteristics:age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority. |
| **Accessibility****Outcome** | **Action to Achieve****Outcome** | **Staff** | **Long/****Medium/****Short****Term** | **Time****Frame** | **Notes** |
| All pupil needs are identified. | Consultation with parents and external agencies will determine strategies to support disabled pupils within school. Relevant information will be passed to staff to ensure staff awareness. This is normally done before transfer. | Proprietors/SeniorTeacher/Chair ofGovernors | MediumTerm | Ongoing for each new cohort and when new starters begin. | Process needs to be formalised with clear responsibilities for SEND Manager/Admissions Officer/EWO. |
| All relevant staff able to support identified needs. | Staff CPD on pertinent issues arranged as appropriate and as soon as is practicable to ensure staff awareness,e.g., neurodiversity, medical needs. | Proprietors/Senior Teacher | MediumTerm | Ongoing annual programme. | Prioritising CPD to develop understanding of existing cohort of pupils. Review of CPD programme annually to ensure it is tailored appropriately. |
| No pupil will be discriminated against by excluding him/her because of their disability. | The practice of ‘reasonable adjustment’ is integral to behaviour and SEND policies. The School Behaviour Policy, however, covers all pupils; a disability therefore does not preclude a pupil from exclusion. | Proprietors/Senior Teacher | ShortTerm | Ongoing | SEND policies compliant and ratified by Governors. |

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| **ACCESS TO THE PHYSICAL ENVIRONMENT - STATUTORY**The school comprises one building, on one level, used by all phases of the school.The fire alarm is a ringing bell, automatic fire detection system with call points located at appropriate places around the building (i.e., all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one, and the findings communicated. |
| **Accessibility****Outcome** | **Action to Achieve****Outcome** | **Staff** | **Long/****Medium/****Short****Term** | **Time****Frame** | **Notes** |
| Any new building work has considered accessibility guidance. | Ongoing improvements in access to all areas when undertaking routine, maintenance and capital works. Share accessibility plan with relative personnel.  | Governors/Local Authority Contact | LongTerm | 1-5 years | Bids for capital fund to be submitted to the Governors. |
| Individual plan in place for all disabled pupils and all staff are aware of all pupils’ access needs. | Access plans for individual disabled pupils, staff and visitors are circulated to relevant people. | Senior Teacher/Site Manager | ShortTerm | Ongoing | School is aware of the access needs of disabled pupils, staff and visitors. |
| Ensure that all disabled pupils can be safely evacuated in an emergency. | Develop a system to ensure all staff are aware of their responsibilities. | Proprietors/Senior Teacher/Site Manager | ShortTerm | Ongoing | All disabled pupils, staff and visitors, and staff working with them, are safe and confident in event of fire. |
| Ensure that all fire escape routes are suitable for all. | Monitor success and issues during standard fire practice and amend if necessary. | All Staff | ShortTerm | Ongoing | All disabled pupils, staff and visitors, and staff working with them, are able to have safe and independent evacuation in emergency situations. |

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| **ACCESS TO THE CURRICULUM - STATUTORY**As part of these activities, the school will continue to seek and follow the advice of the Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. |
| **Accessibility****Outcome** | **Action to Achieve****Outcome** | **Staff** | **Long/****Medium/****Short****Term** | **Time****Frame** | **Notes** |
| All pupils have full access to lesson content and learning materials. | All pupils who need paper copies of information displayed on any IWB will be given printed information. Paper copies of handouts and worksheets can be retained by pupils with disabilities as appropriate. Alternative electronic copies and storage will be provided as required. | All Staff | MediumTerm | Ongoing | Pupil needs to be identified with appropriate plans communicated to all teaching and support staff. |
|  | Pupils will have reasonable adjustments made to all reading materials as appropriate. | All Staff | MediumTerm | Ongoing |  |
|  | Teachers will differentiate lessons to meet the needs of all pupils where necessary to support them to plan and execute their work. | HT/All Staff | MediumTerm | Ongoing |  |
|  | Teachers and Support Staff are aware of learning preferences expressed by pupils. | All Staff | MediumTerm | Ongoing |  |
| All pupils have the opportunity to access all school activities. | Risk assessments conducted as appropriate, reasonable adjustments made where necessary and on an individual basis. | All Staff | LongTerm | Ongoing |  |

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| **ACCESS TO INFORMATION ADVICE AND GUIDANCE - STATUTORY**As part of these activities, the school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested. |
| **Accessibility****Outcome** | **Action to Achieve****Outcome** | **Staff** | **Long/****Medium/****Short****Term** | **Time****Frame** | **Notes** |
| All pupils have full access to information. | Notices and letters about school events are displayed on the school website, paper copies given where required, verbal reinforcement, and parents/carers of EHCP students contacted directly. | HT/All Staff | MediumTerm | Ongoing |  |
| All pupils will have access to relevant CEIAG provision. | Review and develop the Careers curriculum to provide more individual guidance and relevant encounters with the world of work for disadvantaged students and those with SEND. | HT/All Staff | MediumTerm | Ongoing |  |

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