



ACCESSIBILITY PLAN

Contents

1. Aims
2. Legislation and guidance
3. Action Plan
4. Monitoring arrangements
5. Links with other policies

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of an accessibility plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school's values and principles are:

Governors Vision Statement

To nurture a caring community in which every child learns well.

Our values and principles are to:

- provide high quality, effective teaching together with exciting and creative learning opportunities.
- value teamwork and build strong relationships with children, parents, staff, governors and the wider community.
- provide a safe, welcoming and friendly environment.
- be fully inclusive, celebrate each individual and respect differences.
- have high expectations and aspirations for all children.
- build confidence, resilience and independence in all.
- provide a curriculum that is enriched by experiences such as visits, residential, special days and celebrations.
- foster a love of learning for life.

The plan will be made available online on the school website, and paper copies are available on request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school federated with Holt House Infant School in July 2016 after a consultation with all stakeholders.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, parents, staff and governors of the school.

2. Legislation and guidance

The document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Pupils who are disadvantaged or have SEND) acquire the knowledge and cultural capital they need to succeed in life</p>	<ul style="list-style-type: none"> • Review LTP and MTP • Curriculum leaders to develop exemplification of their respective subject sequences of learning to ensure that pitch and expectation is appropriate and understood by all. • Curriculum leaders to produce curriculum intent for their respective subjects. • Curriculum leaders ensure that <ul style="list-style-type: none"> -learning sequences are being delivered (book scrutiny, lesson visits etc). -teaching in subjects is progressive and builds on prior learning (both in-year and through school). -teaching in subjects is appropriately pitched to the needs of pupils (book scrutiny, lesson visits etc). - teachers are appropriately supported in their less strong subjects - SLT are made aware of issues that affect delivery of a subject • Update the geography sequence of learning to develop progression in map and fieldwork skills (KS1/KS2 colleagues joint planning). • Update the PE sequence of learning to incorporate the REAL Gym scheme of work. • Music Enrichment Week – Autumn 1 – Week 8 (KS1/KS2 colleagues joint planning). • Trips/visits are booked so that they fit appropriately into the teaching sequence. • Revise curriculum newsletters <ul style="list-style-type: none"> • Revise curriculum leader reports to governors • New homework requirements in place • Phonically decodable books purchased and available • Phonics group in place 3 x week • SENCO tracks progress of children in phonics as needed • Book banding used for independent and guided reading • ERIS embedded 3 x week • Book corners fully developed • HH actively involved in ERIS 3 x week and reading sessions 2 x week • HH actively involved in Y6 reading provision • Tiered approach in place for VGs • Reading CPD as identified • Library service purchased • World book day + other events • Reading evident across the curriculum • Support teachers in making story times engaging by visiting and giving feedback • Support parents in reading to their children – through letters,

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilet and changing facilities • Library shelves at wheelchair-accessible height 		<p>prompts and workshops</p>
To ensure smooth transition of all pupils with SEND	<p>Our school has SEN Reviews in the Summer Term with the next setting</p> <p>Uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representati 		<p>Meeting to focus on the layout of the classroom to ensure accessibility for children with a range of learning/behavioural/physical needs</p> <p>One page pupil profile</p> <p>Transition of information to secondary and visits. Meetings with Secondary Staff</p> <p>Regular safeguarding meetings to discuss children at risk.</p>

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken
	<p>ons</p> <ul style="list-style-type: none"> • IPad, domes and magnifiers 		
To improve the progress and participation / for pupils with cognition and learning difficulties			<p>Staff training on working memory</p> <p>Communication in Print Training</p>
To improve pupil voice for children with SEND at school			<p>SEND pupils to be on school council</p> <p>Prioritise SEND children for extracurricular events and competitions.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by [the governing board/committee name/governor name/the head teacher].

5. **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Last updated: September 2019