



Accessibility Plan 2021-2024

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

The Christian Faith, and its practical expression, form a major part of the whole school ethos. The school aims to give children both knowledge and understanding of the Christian Faith while respecting and understanding other religions and cultures.

The school aims to: -

- ensure that all children receive their entitlement to a broad, balanced National Curriculum, encouraging them to have high expectations in all areas of the curriculum and to reach their full potential.
- provide a secure and relaxed environment in which the children are encouraged to have a healthy lifestyle, to be tolerant and to grow in confidence and self-esteem.
- ensure that pupils develop an open and enquiring mind and are encouraged to be creative, imaginative and inventive.
- work in partnership with parents and the wider community.

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Next review date: March 2024



1. Aims

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

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

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.

2. Legislation and guidance

This 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Aims	Current Good Practice	Future Actions/Considerations
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All pupils access our curriculum (full National Curriculum) at a level commensurate with their ability and stage of development</p> <p>Advice is sought from SENDCO/STS/ LA Advisory staff and other agencies depending on need.</p> <p>All teaching and non-teaching staff are aware of the need for inclusion.</p> <p>Children with specific needs and/or disabilities are supported by Teaching Assistants within the class grouping.</p> <p>Curriculum policies have Equality Impact Assessment (EIA) to ensure full access and no discrimination.</p> <p>Pupils may be withdrawn from class for individual or small group support to address specific need.</p> <p>Intervention programmes which support pupils are utilised.</p> <p>Word processors/IPads are used for pupils with specific recording difficulty.</p> <p>Coloured overlays for pupils with visual difficulty/Scotopic Sensitivity associated with Dyslexia.</p> <p>Specially shaped pencils and pens for pupils with grip difficulty.</p> <p>EAL training for a TA. This has been shared with staff. Folders of resources set up for each year group.</p>	<p>Ensure appropriate differentiation so that all pupils can access the curriculum. Staff training in strategies for differentiation for all pupils.</p> <p>Ensure a range of resources for EAL pupils.</p> <p>Up to date EAL CPD for staff</p> <p>Ensure access to assessment for EAL pupils by EMTAS</p> <p>Investigate use of ICT in various formats so that all pupils can access curriculum.</p> <p>All future projects both indoor and outdoor should carefully consider access for children and adults with disabilities. (Plans currently being drawn up to improve the outside wildlife area).</p>
<p>Improve and maintain access to the physical environment</p>	<p>Building</p> <p>All visitors are required to park using the car park at the front of the school.</p> <p>We have two disabled parking spaces at the school.</p> <p>School has disabled pupil and parent access via a level surface, including access to the quad and playgrounds via ramps/sloped paths.</p> <p>Internal Facilities</p> <p>Corridors, classrooms and hall are all on one floor level, are well lit and are kept free of obstructing furniture.</p> <p>Uneven flooring and trip/ slip hazards identified through termly H and S report by Resources Committee.</p> <p>All doors have window viewing panels.</p> <p>Disabled toilet available.</p> <p>Considered current and future pupils when making adjustment to classroom doors.</p>	<p>General</p> <p>School has created signs in all appropriate places to assist disabled stakeholders.</p> <p>Fire and Emergency procedures have been reviewed.</p> <p>Outside lighting and signs need to be renewed.</p> <p>New gates and fencing need to be designed.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Communication</p> <p>Written material is presented to all stakeholders in a user friendly manner.</p> <p>All stakeholders are able to contact the school via email or mobile phone.</p>	<p>Ensure all staff are aware of the need to be proactive in approaching carers/ parents who may need support.</p> <p>Consider way finding for visually</p>



	<p>School endeavours to familiarise all staff with the technologies available to assist people with disabilities. Inprint software used.</p> <p>Sensory impairment Pupils with hearing impairments have access to loops and microphones worn by teachers</p>	<p>impaired pupils.</p>
<p>Improve disability awareness</p>	<p>In line with Code of Practice for Special Needs we have an updated SEN Policy document, which is reviewed annually. All staff are aware of the implications of the Equality Act 2010.</p> <p>When new members of staff (teachers, learning support assistants and midday supervisors) are appointed, training needs will be assessed.</p> <p>Children and adults requiring assistance are identified and agencies contacted for support and advice eg ASD, Visual Impairment, Speech & Language.</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 Executive 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