

Hose Church of England Primary School



Accessibility Plan

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Policy written by: Headteacher

Review: February 2029

Policy 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Accessibility and Our School Ethos

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

**" Whatever you do, work at it with all your heart,
as working for the Lord"**

Colossians 3.22

Hose Church of England Vision Statement

Preparing children for the a continually changing future through a stimulating curriculum that makes a difference to their world; exceptional social and personal development; excellent health and well-being.

Our School Motto

"Respect, Bravery, Success, Pride"

The four words in our school motto form the basis of everything we do. Our children develop a sound understanding of what they mean...

We demonstrate **Respect and Pride** with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum for now and for the future.

We demonstrate **Respect and Success** in a reflective way that all staff and pupils are involved in developing the curriculum, and the way we forgive ourselves and others for mistakes which we use as learning points for further improvement.

We demonstrate **Bravery and Success** in the creation and implementation of a curriculum which challenges, inspires and encourages success for every child through challenging them to be active partners in their learning. It develops learning behaviours which encourages them to learn from mistakes and feedback, and to grow to become more thoughtful, mature, educated, wiser and educated citizens.

Our School Values

We believe in...

- Developing outstanding personal development and attitudes to learning in preparation for future challenges in a changing world.
- Promoting physical and mental health in a happy caring environment that is supportive, encouraging and challenging.
- Making a difference to the world we live in through creating creative and exciting solutions to local and global issues.
- Developing social skills and an appreciation of each person's unique strengths, respecting an accepting different cultures, races, genders and religions.
- Adopting a profound sense of care, respect and nurture for the world and the environment we live in and the people around us.

- Creating a broad range of inspiring experiences that allows children to develop skills and find their place in the world.
- Working in partnership with our school community and beyond to build brighter futures.
- High expectations alongside a culture of self-awareness, reflection and self-improvement.

Hose Church of England Primary School is an inclusive school, where all children are given equal opportunity to participate in all of our activities, regardless of any additional needs they may have. Our staff have a wide variety of skills and experience to support children with a wider range of needs. Our aim is for all children to feel like valued members of our school community whatever their areas of strength or need may be.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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 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 and will continue to seek and follow the advice of the Local Authority (LA) services, such as specialist teacher advisors and of appropriate health professionals from the local NHS.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Linked Policies

This plan will contribute to the review of a range of school policies, for example:

- School Improvement Plan
- School SEN Policy & Information Report
- Equality information and objectives statement
- Behaviour Principles and Policy

Hose Church of England Primary School Accessibility Action Plan

Our accessibility plan will contain relevant actions to improve access to the physical environment of the school, adding specialist facilities as necessary. This also covers reasonable adjustments to the physical environment. The plan also covers targets relating to accessing the curriculum for pupils with a disability and making reasonable adjustments to the curriculum as necessary to ensure those pupils are equally prepared for life and the next stages of their education as able-bodied pupils. The plan also includes access to the wider curriculum, for example, access to after-school clubs and activities, residential trips and school visits.

TARGET	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
Increase access to the curriculum for pupils with disabilities and additional needs	<ul style="list-style-type: none"> * staff CPD in adaptive teaching techniques * staff CPD relating to a range of specific needs, e.g. ADHD / Autism etc * CPD is arranged with reference to current experiences / skill level of staff * Support staff access specific training such as ELSA / Sensory Circuits / colourful semantics etc depending on needs of the cohort / staff confidence * Staff adapt the curriculum in order to meet the needs of the whole cohort * staff are confident to offer differentiated curriculum access where children are working at a pre-key stage level. * Curriculum progress and attainment is tracked for all pupils with additional needs, and small steps tracked as appropriate. * Staff are trained and supported to set effective targets to support children with additional needs to make progress * Curriculum is regularly reviewed to ensure it meets the needs of all pupils. * staff provide access to auxiliary aids and equipment, such as assistive technology. * Staff are supported via SALT and Specialist Teacher Service to use aids 	Ongoing and under regular review. Adapted and actions taken depending on needs of the current cohort and staff experience.	Headteacher, Senior Teacher, SENDCo & Governing Body	<ul style="list-style-type: none"> • Staff confident in applying a range of strategies to provide appropriate levels of challenge for all pupils • Children supported to make progress against their starting points • Staff have a greater awareness of a range of SEND and the impact they may have on children's abilities to access the curriculum and make progress • Pupils are able to access the curriculum at an appropriate level for their needs / starting points. • Support staff are able to provide high quality targeted intervention opportunities • Children with SEND make expected and appropriate progress in their learning and development • Appropriate resources and aids are used to support pupils progress and access to the curriculum. • All children are able to participate in wider curriculum experiences, including school trips and residential visits

	<p>and technologies to support access to the curriculum</p> <p>* When planning and assessing external venues for trip RAs consideration is made for children with SEND</p>			
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Any future building projects consider access arrangements for all stakeholders • Current adaptations to the physical environment are monitored to ensure they continue to be appropriate and in good condition, e.g. disabled toilet / ramp into class 1 building. 	<p>Ongoing</p> <p>Adaptions will be made depending on needs of cohort / staff</p>	<p>Headteacher, Senior Teacher, SENDCo & Governing Body</p>	<ul style="list-style-type: none"> • All children will have access to relevant areas of the school building / site as required.
<p>Improve the delivery of information</p>	<ul style="list-style-type: none"> • School utilises a range of communication methods with pupils and parents/carers to ensure information is accessible. This may include where appropriate: <ul style="list-style-type: none"> • Internal Signage • Large print resources • Induction loops • Widgets • Digital, audio or visual formats 	<p>Ongoing</p>		<ul style="list-style-type: none"> • Children have access to resources and aids such as visual timetables, individual pictorial timetables & learning aids to support understanding and access to information • A range of technology is used to enhance access to curriculum resources • Children with communication difficulties are better able to communicate their ideas and opinions within the context of written work.