



Accessibility plan

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Aligned to HEPS
Approved at School level

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Accessibility plan

Aims

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

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. 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 has focused resources and this plan around the pupils currently in our care. These resources will be adapted and extended to meet to the needs of prospective pupils wherever possible. This is to ensure the efficient and effective use of public funds.

‘Each child who leaves our school should depart as an academically curious life-long learner and a confident and thoughtful citizen. They should believe in equality of opportunity for all; they should have the tenacity to effect change in this community and beyond for the greater good.’

This statement is ambitious for each and every one of our pupils. We firmly believe that every child has the right to a first class education which we strive to provide at all times. We believe in high expectations for pupils in all areas ranging from the way we present ourselves to the goals we set. We do not shy away from placing academic study at the forefront of our curriculum. Our children will be competing with the best and brightest minds across the country; we need to give them the greatest opportunity to succeed in their first steps in this educational establishment. Our aim is for every child to have choice of opportunity in their future careers and lives.

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, the complaints procedure sets out the process for raising these concerns.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Curriculum

1. Increase access to the curriculum for pupils with a disability.

Intention	Implementation	Impact
The school provides an equally accessible curriculum to all children.	<p>Years R-1 work in scaffold and stretch groups which change depending upon the subject, topic, and following assessments.</p> <p>Years 2-6 select their own levels of scaffold and stretch work in order to access mastery level by the end of the session.</p>	A differentiated curriculum is provided to all pupils. All children are able to progress to mastery level work via scaffolding and support at entry point.
Resources are provided to pupils who require support.	<p>The school holds a bank of resources (located in classrooms and the SENCo Office).</p> <p>PCs and laptops have software and hardware to increase accessibility.</p> <p>Accessible resources are prioritised when planning the budget.</p> <p>Weekly Teacher Meets frequently consider accessibility resources and implementation methods for pupils.</p>	<p>Quick and easy access ensures all children are able to succeed alongside peers.</p> <p>Children are able to access all sessions with equity to peers.</p> <p>Children have the resources they need ahead of their requirement.</p> <p>All Teachers have current knowledge of availability resources and their effectiveness.</p>

Curriculum resources include examples of people with disabilities.	Children watch clips, read books and use resources which include examples of people with disabilities. An audit has been undertaken which verifies these results. New resources have been purchased with this criteria at the forefront of decision making when procurement takes place.	All children see themselves reflected in school resources.
Curriculum progress is tracked for all pupils, including those with a disability.	All children are tracked individually through termly assessments. Additionally, SEND children have ILP or EHCP targets reviewed and reset each half term.	Every child is highlighted and progress considered which leads to relevant strategies for the individual, group or class. SEND children receive more regular analysis and consideration of progress.
The curriculum is reviewed to ensure it meets the needs of all pupils.	Each spring term, assessment progress and achievement from ILPs and more generally form the basis for the curriculum review day during an INSET involving all Teachers and HLTAs.	The curriculum enables all children to succeed in all subjects and areas.
The enrichment provision of the school is available and encouraging to all pupils.	All out of school activities will be conducted in an inclusive environment and if outside providers are used, they will comply with all legislative requirements.	All children benefit from an exciting and enriching programme.
Deploy support staff to optimize pupil participation.	Pupils needs are reviewed and matched to the skills of staff. Where staffing is insufficient to cover needs across the school, children with additional needs are prioritized.	Pupils needs are thoroughly met through effective deployment of skilled staff in order that all pupils meet their full potential.

Physical environment

2. Improve and maintain access to the physical environment.

Intention	Implementation	Impact
The school is as accessible as possible with the limitations of being built on a hill with a split level site.	A front ramp ensures accessibility to the main school building via a newly opened entry point. The hall door via the ramp has been enlarged. The cabin building has been built with disabled access throughout ie toilet, ramps, wide doorways.	Each building is accessible to all users, however, moving from one level to another and therefore between buildings is a permanent challenge of the natural environment.

	<p>Disabled parking is available on the top site near the gate.</p> <p>The library will have shelves at wheelchair accessible height.</p>	
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Information

3. Improve the delivery of information to pupils with a disability.

Intention	Implementation	Impact
All pupils are able to access information with equity.	<p>Pictorial representations are used widely including comic strip social stories.</p> <p>Appropriate technology is provided to pupils with software and hardware to support needs.</p> <p>Children are provided with large print where applicable.</p> <p>Pre-learning is undertaken regularly with pupils for whom this is of benefit.</p> <p>Children requiring adaptations to seating position are prioritized.</p>	<p>All children are able to communicate with peers and staff.</p> <p>High expectations of progress are achieved by all pupils regardless of subject or topic.</p> <p>Children are able to access the same material and information as peers.</p> <p>Where possible, achievement is equally accessible for all pupils.</p> <p>An optimum learning environment is provided for all pupils.</p>