

# Hormead CE (VA) First & Nursery School



## Accessibility plan

*"I have come that they may have life, and have it to the full." John 10:10*

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| Last updated                               | 09/09/2024         |
| Author                                     | L Cowler           |
| Reviewed and Agreed by Staff and Governors | 25/09/2024         |
| Next Review Due                            | Autumn 2025        |
| Headteacher                                | Mrs Lynda Cowler   |
| Chair of Governors                         | Mr Michael Johnson |

***This policy has been written and adapted in accordance with our School Vision***

### ***School Vision***

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

***"Love of Learning, Love of Life itself, and Love of God"***

Policy is written in conjunction with the SEND policy

## Introduction

Schools are required under The Equality Act 2010 (EA 2010) to have an accessibility plan. The purpose of the plan is to set out other duties to ensure equality of access to education to all, including those with disabilities.

The Governing Body's duties towards disabled pupils are:

- 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.
- Not to treat disabled pupils less favourably related to their disability.

Hormead School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. The revised version of the SENDA ensures a statutory framework for inclusion. It strengthens the right of children with SEN and disabilities to be educated in mainstream schools and ensures that schools make reasonable adjustments for these children.

Our Accessibility Plan is a vision of the presence of Christ and is specifically intended to provide the following:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To work closely with external agencies to gain further strategies and advice.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". 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.

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

***"Love of Learning, Love of Life itself, and Love of God"***

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

Hormead First School has a strong commitment to equal opportunities and accessibility as laid in our supporting policies: 'School Core Values and Aims', 'Equal Opportunities Policy', Curriculum Policies, 'Teaching and Learning Policy', 'Special Educational Needs and Disabilities Policy', 'Behaviour and Anti-Bullying Policy', and 'Health and Safety Policy'. As a school we aim to embed accessibility into everything we do: in school development, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

### Actions/Targets

| Priority  | Action   | Responsible person  | Timescale                    | Outcome |
|---|--|---|------------------------------|---------|
| Improve participation in the curriculum through improvements in differentiated learning opportunities.                                      |  | Headteacher/SENCO   | September<br>Annually        |         |
| INSET Awareness Training  |  | Headteacher   | Annually                     |         |
| Accessibility Access Audit  |  | Headteacher/H&S Governors   | Annually                     |         |
| Review Existing Plans based on Inclusion Register   |  | Headteacher/SENCO   | Termly                       |         |
| High quality resources are planned for and available which are tailored to the needs of pupils who require support to access the curriculum | All teachers need to ensure that they are using appropriate visual learning tools/colours                                  | Teachers/Headteacher/SENCO  | September annually           |         |
| Staff are confident in effectively supporting children with a range of SEND needs.  |  | Headteacher liaise with TA's and plan training SENCO / HST to discuss teachers training needs | Autumn Term or when required |         |
| Identify training needs and gaps for staff Plan programme of quality INSET for staff  |  | Teachers/SENCO/Headteacher  | Ongoing                      |         |
| Ensure both areas inside and outside conform to H&S guidelines  | To assess any high risk areas and carry out appropriate Risk assessments, working to bring them up to an acceptable level. | Headteacher/Caretaker/H&S Governors   | Termly                       |         |
| Ensure all children regardless of any   |  | Headteacher/Teacher/SENCO   | Ongoing                      |         |

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|---|---|--|-------------|--|
| physical or mental impairment have full access to an appropriate curriculum   |   |  |             |  |
| To Improve provision for disabled, visual and hearing impairments   | Liaise with appropriate outside agencies to seek advice and guidance  | SENCO  | Ongoing     |  |
| Identify children with Special needs and provide adequate provision   |   | Teacher/Headteacher/SENCO  |             |  |
| Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education | Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible   | Whole school team  | Ongoing     | Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education. |
| School SEN Information report, SEN Policy to be accessible to pupils and families   | Review of website to ensure key documentation is readily accessible and visible   | SENCO to update SEN Information report and SEN Policy.<br>Review website |             |  |
| Ensure schools follow best practice in supporting and including disabled pupils and pupils with SEND when planning school events and trips                              | Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff can carry them out. | TA's and plan training SENCO / HST to discuss teachers training need     | Autumn Term |  |
| Ensure easy access to the school grounds.   | Disabled parking bay marked in school car park. Outside area in accordance of H&S policy.   | Headteacher/Caretaker  |             |  |