



Accessibility Plan and Policy

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Policy Originator	Inclusion Lead
Reviewed by	Inclusion Lead

Our Vision Statement

Childhood matters to us: it is short, precious and cannot be repeated. Our Christian values are rooted in God. Growing in love, every child reaches their spiritual and academic potential. Our learners use their resilience, curiosity and independence to become fruitful and effective global citizens. With the Holy Spirit by our side, we can achieve anything!

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Send Church of England Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually by the School Business Manager and Premises Leader using the School's Access Audit Checklist.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Information about our Accessibility Plan will be published on our school website for parents alongside our other school Plans & Policies, including our Teaching for Learning; Inclusion; Equal Opportunities and Complaints Policies.
 6. The Plan will be monitored through the Resources Committee.

Long Term aim: To maximise the attainment of every child in our care by meeting their physical, social, cultural, educational and gender needs. To meet the needs of parents and carers in a way that allows them accessibility to information and the school environment.

Short Term target: To create a diverse curriculum that is accessible to every child and that provides a wide range of activities so that every child can find an area of expertise.

Responsibility /monitoring	Targets	Strategies	Outcomes	When it will be achieved
EHT and all staff including office	The physical environment is matched to the needs of the school community and visitors.	Every member of staff arranging an appointment for people to visit the school to ascertain any special requirement so that ramps etc. are organised in advance to facilitate access to all areas.	Portable ramps are in place in advance of the visit to exclude delay or embarrassment for the visitor.	Ongoing
		Permanent wheelchair access at the rear of the KS1 building, and the KS2 building is accessible via the road.	The rear of the building is accessible for wheelchair users.	Ongoing
EHT, SNAs, Caretaker	For children's toileting needs to be met in a safe, clean, comfortable and respectful environment	Disabled toilets in both schools to be kept clutter free and solely for use as a disabled toilet.	Disabled toilets are in place across the premises. KS2 has dedicated accessibility toilets on each floor.	Ongoing
SBM, Prem Lead, Caretaker	Ensure all surfaces and resources are accessible to those who need access. Alterations & Improvements to take into consideration pupils and adults with visual and hearing impairment and physical disability	Alterations & Improvements to take into consideration pupils and adults with visual and hearing impairment and physical disability	Rooms to support hearing impairment, reducing echo and noise. Is information provided in large print and different coloured paper?	Ongoing As required
SBM, Inclusion Lead	Reception area and lobbies to take into consideration pupils and adults with visual and hearing impairment and physical disability	Signage around the school to be appropriate for visually impaired.	Seek advice regarding signage and induction loop where necessary.	As required
Inclusion Lead, EHT	The arrangements for the admission of disabled pupils	Prior to admission, Inclusion Lead and EHT meets with families to identify the child's needs and the care required. A risk assessment/ care plan is written, ensuring that the adaptations to the environment, equipment and care have been taken into consideration. Medical training is arranged for members of staff who will need to administer the care required.	The child's needs are understood by all members of staff. There is a clear plan for how the child's needs will be addressed in school. Staff are well trained and confident to deliver any care needed.	Ongoing as children are admitted
EHT/DHT/AHT	The curriculum will be matched to every child's need.	All teachers understand and can use data to plan for the progress of all pupils	All teachers can use the information on the needs of	On a termly

<p>School Secretary, EHT & Inclusion Lead and Class Teachers</p>	<p>The attendance of all vulnerable groups of children is in line with non-vulnerable peers.</p>	<p>in their class. Differentiation is embedded in our curriculum practice.</p> <p>Pupil progress meetings take place very term to identify groups of pupils who require additional intervention. The needs of the vulnerable pupils are our highest priority.</p> <p>Training for teachers and learning assistants in wave 1 practice so that all staff can meet the pastoral and learning needs of pupils, including those with SEN and disability.</p> <p>School Secretary, HT & DHT review attendance at office meetings. Meetings with individual's parents to discuss strategies to increase attendance of children with low attendance. Liaison with the Educational Welfare Officer for individual children who are persistently absent.</p>	<p>individual pupils so that they can plan the learning within the curriculum to ensure they are able to make progress.</p> <p>Additional intervention is matched to children's needs, tracked using the school's costed Provision Map to inform next steps.</p> <p>All teachers are clear on the expectations of good wave 1 teaching and are reviewed half-terminly in data- tracking discussions. Children with low attendance are identified in a timely way.</p> <p>Strategies are put in place for individuals who have low attendance. Strategies are put in place for individuals who have low attendance. Attendance of vulnerable pupils is the same as non-vulnerable peers, and the needs of those with exceptional circumstances (e.g. medical) are well met.</p>	<p>basis at least</p>
<p>EHT/DHT/AHT/HSLW</p>	<p>Every child will be included in activities outside the classroom, including school trips.</p>	<p>The curriculum is exciting, enriched by our themed weeks, matched to the needs of pupils in our community and allowing pupils to demonstrate mastery.</p> <p>Training for teachers and learning assistants in wave 1 and 2 practice so that all staff can meet the pastoral and learning needs of all pupils, including those with SEN and disability.</p>	<p>We offer access to a broad and balanced curriculum for all pupils that affords them the opportunity to achieve their personal potential through high expectations and suitable targets.</p> <p>Early identification of barriers to learning and provide access to the curriculum through differentiation, additional adult support, adaptations, equipment, attention to learning styles and needs, specialist</p>	<p>Ongoing</p>

		<p>All children are included in every aspect of education, school trips including residential visits, school performances, artists-in-residence, extra-curricular activities and hold positions of responsibility including opportunities to be part of the school council.</p> <p>HSLW works with vulnerable families to ensure pastoral and learning needs are met.</p> <p>Seek advice from outside agencies, e.g. Speech Therapist, Educational Psychologist, Freemantles, Learning and Language Support, and REMA.</p>	<p>services and teaching.</p> <p>Full participation in the wider curriculum by all pupils.</p> <p>Families feel well supported and children are able to come to school ready to learn.</p> <p>Individual children's needs and support are identified. Class teachers and support staff understand and implement strategies for individuals.</p>	
All staff, Office, Governors, EHT, Inclusion Lead	Parents are informed about the 2021 Accessibility Plan	<p>Accessibility plan to be displayed on our School website, alongside other relevant school policies. Parents invited to meetings with outside agencies for individual children e.g. EWO, REMA, Learning and Language Support, SALT, Freemantles and Educational Psychologist.</p>	Parents are aware of our ethos and understand the support in place for children and families.	December 2021