

Accessibility Policy and Plan

Adopted by the Full Governing Body: 22nd March 2016

Proposed Review: Interim review Spring 2017 & 2018. Full Review Spring 2019

Signed

Mrs - Chair of Governors

AIMS OF THE SCHOOL

Hanbury C. of E. First School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Hanbury C. of E. First School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Introduction

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".

Principles

In performing their duties, governors and staff will:

- Not treat disabled students less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability 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 carry out normal day-to-day activities".

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified. These action Plans will be reviewed annually as part of the ongoing budget planning cycle.

Key Objective

At Hanbury C. of E. First School we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum

- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.

Audit of current practice and provision.

The school has an Accessible Toilet that is sufficiently large enough to accommodate a wheelchair and toileting chairs / steps.

The school has spaces that can create a learning environment that supports the effective delivery of specific training and provision e.g. Speech and Language Therapy, Physio Programmes as well as providing a quiet area to support the needs of pupils with multisensory difficulties such as "loud noise stress".

All pupils' progress is monitored 3 times per year and more frequently for some SEN pupils. ITrack is used to support this monitoring.

Electronic Whiteboards are in place in all classrooms, supporting the learning of ASD, VI and HI pupils and those with moderate learning difficulties.

The school has introduced cursive script handwriting to support the development of effective writing skills.

Action Plan

Increasing the extent to which disabled pupils can participate in the school curriculum		
Action	Resources	Timescale
SENDCo / Inclusion Manager to attend regular LA Inclusion twilight meetings to keep abreast of new developments with regard to SEN/D.	Time Training CPD Budget	Ongoing as time allows.
Teachers-to-be of Disabled/ ASD children to undertake transition / IEP Review meetings in readiness for new academic year.	Supply budget	Summer 2017
Day trips and visits to be accessible to all unless medical advice contravenes this.	Risk Assessment training – CDP / Training budget	Ongoing
Reasonable adjustments to be made so that all activities run by the school are inclusive of all.	Risk Assessment training – CDP / Training budget	Ongoing
Provide a range of Dyslexia friendly books in the school library.	Curriculum budget	From September 2016 - ongoing

When reviewing curriculum provision (e.g. Maths), consider specific schemes to support multisensory learning e.g Numicon, i-pad apps.	Curriculum budget Training / CPD budget	From Spring 2018 – ongoing
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.		
Action	Resources	Timescale
Improve the ramp access to the EYFS outdoor area which is very steep	Capital budget	As funds allow
Improve access to all areas of the school both ingress, egress and through internal doorways by ensuring that floor surfaces are flush or have ramps and that doorways are sufficiently wide enough to accommodate a wheelchair.	Capital budget	As funds allow
Improve access to areas of the playground currently accessed by steps, by providing ramp access.	Capital budget	As funds allow
Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.		
Action	Resources	Timescale
Consider providing nonwhite paper and use coloured overlays for pupils with visual dyslexia.	Curriculum Budget	As required
Have systems in place e.g. through the LA, to make available information when requested, in alternative versions e.g. Braille, large print, audio, simplified language.	Office Admin budget	As required
Improve assemblies and presentations with improved Hall induction loop for HI / VI pupils and stakeholders	Capital budget / Curriculum costs	As funds allow
Ensure that the school website has a facility to alter the background contrast to support those with VI	Time Admin / Curriculum Budget	To ask website provider at the next full review (Spring 2018)

This plan in paper form will be made available on request and will be accessible via the school website.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committee.

We will endeavour to make every reasonable adjustment to ensure everyone can access all that Hanbury C. of E. First School has to offer.