

# Hawridge and Cholesbury CE School



## Accessibility Plan

**Date: May 2023**

Adopted by the governing body on 10th May 2023

Next review date: May 2026

## **Accessibility Plan**

Hawridge and Cholesbury CE School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning and improve the access to inclusive education, allowing all pupils to grow, flourish, 'have life and...have it more abundantly' (John 10:10 KLV).

Hawridge and Cholesbury CE School has adopted this accessibility plan in line with the school's Special Educational Needs and Disabilities (SEND) policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

## **Purpose of the Plan**

The purpose of this plan is to show how Hawridge and Cholesbury CE School intends, over time, to increase the accessibility of our school for disabled pupils.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

## **Definition of Disability**

Definition of a disability taken from SEND Code of Practice (2015):

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or*

*young person requires special educational provision they will also be covered by the SEN definition.*

## **What will the Accessibility Plan do?**

1. The Accessibility Plan is structured to complement and support the school's Equalities Policy and the SEND Policy, both of which can be accessed via our website.

2. Hawridge and Cholesbury CE School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their age, educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The Hawridge and Cholesbury School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the non-disabled pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- improve 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 timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equalities Policy
- Health & Safety Policy,
- SEND Policy

- School Development Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored by the SEND governor and reported to the Full Governing Body.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.



## Hawridge and Cholesbury CE School Accessibility Plan 2023-2026

<b>Increase access to the curriculum for pupils with a disability</b>					
<b>Actions</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Effective use of reasonable adjustments/ use of access arrangements to meet pupil's individual needs when taking part in lessons/ taking tests as and when required.	Use of coloured paper, simplified/enlarged text, coloured IWB background, extra time, scribe or reader, targeted personal support as required	Ongoing	Class teachers, support staff, SLT, SENDCO, Headteacher	All pupils can access tasks and tests set as barriers to learning have been reduced or removed.  Children make progress from their starting point.	Lesson observations; planning; children's work; pupil progress data
Training for staff on increasing access to the curriculum for all pupils	SENDCO to search and book staff on to courses. Staff meetings to share learning from courses.	2023	Class teachers, support staff, SLT, SENDCO, Headteacher	Staff are skilled to make reasonable adjustments to enable all learners successfully access the curriculum.	Staff training records; staff meetings
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff. Use of ICT, e.g.: Software programmes. Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted	Ongoing	Class teachers, support staff, SLT, SENDCO, Headteacher	Children make progress from their starting point.  Barriers to learning are reduced or removed by use of resources.	Lesson observations; planning; children's work; pupil progress data

	pens, chew/fiddle toys, resources for pupils with EAL. Ensure specialist equipment is acquired if needed.				
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the inclusive participation of all pupils	Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Ongoing	Office staff, external club providers	Increased access to the extra-curricular activities for all pupils.	Club registers Contracts with external club providers

<b>Improve and maintain the physical environment of the school</b>					
<b>Actions</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Maintain safe access around exterior of school	Regular inspection of external paths, surfaces, gates, doors and ramps to identify areas that may require attention.	Ongoing	Caretaker, School Business Manager, Headteacher	Externally, the premises are safe and accessible to the whole school community.	Caretaker records. Records of building work. Health and safety inspection reports.
Maintain safe access around the interior of the school	Regular inspection of flooring, doors, ramps, furniture and layout to identify areas that may need attention.	Ongoing	Caretaker, School Business Manager, Headteacher	Internally, the premises are safe and accessible to the whole school community.	Caretaker records. Records of building work. Health and safety inspection reports.
Maintain provision of wheelchair accessible toilet.	Regular inspection of changing table, emergency pull cord and lighting.	Ongoing	Caretaker, School Business Manager, Headteacher	School will be fully accessible for wheelchair users	Caretaker records. Records of building work. Health and safety inspection reports.

	Regular cleaning and emptying of bins.				
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<b>Improve the delivery of written information to pupils, staff, parents and visitors with disabilities</b>					
<b>Actions</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Provide written material for pupils in alternative formats when needed	Reduced/ simplified amounts of text, larger print size; use of coloured paper or overlays; use of a reader where appropriate	Ongoing	All staff	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes for all	Lesson observations; pupil consultations; planning; pupil progress data
Provide written material in alternative formats for parents/ carers when needed	Fortnightly newsletter emailed to parent/carers  Improve availability of information for parents – sent electronically and available for collection in person  Key content published on school website  Provide translated documents where appropriate  Provide a reader where appropriate	Ongoing	All staff	All parent/carers will be up to date and well informed of school information	Communication via school website, letters, newsletters, emails and text messages.