Sholden Church of England Primary School

Accessibility Plan

Vision Statement

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Our vision is to build a community of Hope and Love around our village school; embracing all creation, valuing respect, dignity, diversity and individuality. Like Noah, we provide a safe ark in which to foster creative, critical thinking through a dynamic, engaging learning environment where all can flourish and prosper.

Our Christian Values guide us on the journey of hope for today, tomorrow and always, following God's guidance: Love, Peace, Forgiveness, Kindness and Courage.

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Sholden Church of England Primary School

Sholden Church of England Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with 5 specific values (Kindness, Courage, Peace, Love and Forgiveness) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

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1. Aims

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

- 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

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.

School Statement on Equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value

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of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

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

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.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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.

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3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a curriculum for all pupils that is adapted, where required, to cater for all needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Principles of adaptive teaching and Quality First Teaching applied consistently	SEND children can access the curriculum	Review SEND children's access to curriculum within class sessions Ongoing monitoring from SENCO Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions	Whole school	Ongoing	All pupils have equal access to a broad and balanced curriculum

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	We use resources tailored to the needs of pupils who require support to access the curriculum Pupils encouraged to access and use these resources	To ensure children have access to resources which will enable them to access the curriculum	Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed	Whole school	Ongoing	All pupils have equal access to a broad and balanced curriculum
	Curriculum resources include examples of people with disabilities	To ensure that children feel included and are represented	Resources are purchased to reflect people of different races, religions and with disabilities.	Whole school	Ongoing	All pupils have equal access to a broad and balanced curriculum
	Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs 3 times per year SEN outcomes are set in co-production meetings	To ensure that all children regardless of abilities are making expected progress or better	Termly Progress Meetings track all pupils to ensure pupils on track to achieve ARE expectations and make expected progress. Where they are not, interventions and resources are identified to support and targets set	HT/SLT/Senco	ongoing	All pupils will make good or better progress

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps with handrails • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Access to Scout Hut for PE • Access to local Churches • Access to period products	To ensure equal access to the physical environment	Caretaker maintains access routes around the school. All new building works and alterations are planned for accessibility. The school works with outside agencies to identify pupil needs and actions advice given wherever possible.	HT/Governors/ Caretaker/ Central Team	Ongoing	All pupils have access to the school site and buildings that we access regularly

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and Trustees can access areas of school used for meetings Communication in print (Widgets) around school to help children's understanding and visual recognition	To ensure equal access to all	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	Caretaker/ HT/ Senco	Ongoing/ As required	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs All staff & Trustees are confident that their needs are met Continuously monitored to ensure any new needs arising are met Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change and when classrooms change (e.g. transition to new classroom)

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Maintain safety for visually /hearing impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis (weekly checks) Check fire alarm activation regularly (weekly) Check if parents/children have hearing or visual impairment	To ensure visually / hearing impaired people feel safe	Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Make appropriate adjustments for hearing impairments eg visual lighting/alarms Make adjustments according to need eg phone call to read newsletters, increase font, change Font, highlight key info etc	Caretaker/ HT/	Annually, and as new children join the school throughout the year	Visually/hearing impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year
Ensure there are enough fire exits around school that are suitable for people with a disability	Weekly health and safety checks of the school and its surroundings Ensure staff are aware of need to keep fire exits clear	To ensure all fire routes are maintained and safe to use	Continue to monitor fire routes	Caretaker	Weekly checks	All disabled personnel and pupils have safe exits from school

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities)	To ensure all people can evacuate the building quickly and safely	Children to have PEEP's if needed	HT/ Caretaker/ Whole school	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	To ensure equal access to trips	Where required: Additional adults to be taken Medication to be taken Transport arrangements modified Behaviour support and groupings adjusted	Class Teachers/HT Office	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	To ensure all children have equal opportunities (eg BOCCIA ACTIVITIES)	To ensure all PE opportunities are accessible for all eg use tennis balls with bells inside for visually impaired people	Class teachers/ PE Lead	Ongoing	All pupils have access to PE and are able to excel, for example via support from an adult

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place – including leaving school via the playground gates instead of the main front door which has steps in front	To ensure all children have equal opportunities	To risk assess all activities to ensure access for all	Class teachers/ Club lead/	As required	Disabled children feel able to participate equally in out of school activities
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings Weekly TA/SEN TA Training meetings	To ensure staff are aware and plan for equal access and opportunities	Training where identified	Whole school Senco	Ongoing	Raised confidence of support staff

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Communication with Parents	Ensure parents have access to our SEN provision Ensure parents meet and can contact SENCO at any time Parents meet regularly with SENCO to access further support and advice Ensure that the annual report to parents of SEND is accessible and informative for parents	To ensure parents have access to SEND information	Support communicated via website, letters, phone, meetings etc as required	Senco / HT/ class teachers	Ongoing	Parent/school communication is strong Parents confidently contact SENCO for support and advice
Pupil Voice	Children are given opportunities to share their concerns, their views and their ideas Adaptations are made as needed	To ensure all children feel heard and listened too	Open door policy Listening Ears Involvement with school council	Whole school	Ongoing	Children voice is heard and acted upon

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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Agreed by Governing Body:

Review Date: September 2027

Written by: Mrs D Theaker (Headteacher)

Governor responsible: Chair of Governors