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Horton CE VA Primary School

Accessibility Plan ~~July-September 2019~~ 20196

Horton CE VA Primary School is a church school where the core Christian values of forgiveness, compassion, honesty, and respect permeate throughout all aspects of school life. These are the values we teach and encourage the children to demonstrate and the values we expect to see demonstrated in all aspects of the wider school community.

Start Date	July 2016 <u>October 2019</u>
Review Date	October 2022 <u>July 2019</u>
Headteacher's Signature	
Chair of Governors Signature	
Date ratified by Full Governing Body	

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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.](#)

[The plan will be made available online on the school website, and paper copies are available upon request.](#)

[The school supports any available partnerships to develop and implement the plan and will work closely with the local authority and diocese.](#)

[Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.](#)

[We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.](#)

[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 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 Purpose of this Plan](#)

Contextual Information

Horton School is a Church of England Voluntary Aided School. It was built in 1859 by the Church of England [and is situated on a hill with sloping paths and entry.](#)

At present we have no wheelchair dependent pupils, parents or members of staff.

Areas of planning responsibilities:

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. [Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.](#)

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We aim to meet every child's needs within mixed ability prior attaining pupils and, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always are been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. Our school offers a differentiated curriculum for all pupils and we use resources tailored to the needs of pupils who require support to access the curriculum.

Target	Strategy	Time scale	Responsibility	Success criteria
<u>Ensure curriculum resources include examples of people with disabilities</u>	<u>When new resources are bought, they are to include people with disabilities</u>	<u>October 2019 onwards</u>	<u>Staff</u>	<u>Pupils aware of positive role-models and demonstrate awareness of people with disabilities.</u>
<u>Ensure staff are confident at differentiating the curriculum</u> <u>Review the school's new curriculum developments in light of any pupils needing curriculum differentiation or resources</u>	<u>Be aware of staff training needs on curriculum access</u> <u>Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation</u>	<u>September 2019 onwards</u>	<u>SENCo</u> <u>Staff</u>	<u>Raised staff confidence in strategies for differentiation and increased pupil participation</u> <u>All pupils able to confidently access the whole school curriculum.</u>
<u>Use ICT software to support learning</u>	<u>Use dyslexia resources such as the Nessy programme to support individual learners.</u>	<u>Sep 2016</u>	<u>SENCo</u>	<u>Wider use of SEN resources in the classroom and intervention groups</u>
<u>All educational visits to be accessible to all</u>	<u>Ensure each venue is appropriate and carry out risk assessments</u>	<u>On-going from September 2019</u>	<u>staff</u>	<u>All children attend school trips</u>

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Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategy	Time scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents' access needs. Consider access needs during the recruitment process.	As required	SENCo, SBM	IEPs in place for disabled pupils and all staff aware of pupils' needs. All staff and governors feel confident their needs are met.
Layout of school to allow access for all pupils to all areas with the exception of the room upstairs.	Consider needs of disabled pupils, parents/carers or visitors.	As required	Head/Governors/SBM	Access for all

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3. Improving the delivery of written information to disabled pupils

Target	Strategy	Time scale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print. School office to offer support in accessing information and	During induction On-going	SBM Head	All parents receive information in a form they can access.

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	completing forms.			
<u>Ensure all staff are aware of guidance in accessible formats</u> <u>Written information is accessible to people with dyslexic tendencies (through appropriate font and size)</u>	Guidance to staff on dyslexia and accessible information <u>and formats.</u>	On-going	SENCo	<u>All formats are accessible</u> <u>Presentatio</u> <u>n of information</u> <u>accessible for pupils,</u> <u>parents and staff.</u>
<u>Internal information supports learning and well-being through appropriate signage.</u> <u>Provide information in other languages for pupils or prospective pupils</u>	<u>Ensure appropriate internal signage and pictorial or symbolic representation</u> <u>s</u> <u>Access to translators, sign language interpreters to be considered and offered if possible.</u>	As required	SENCo, <u>Staff</u>	Pupils and parents feel supported and included.

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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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