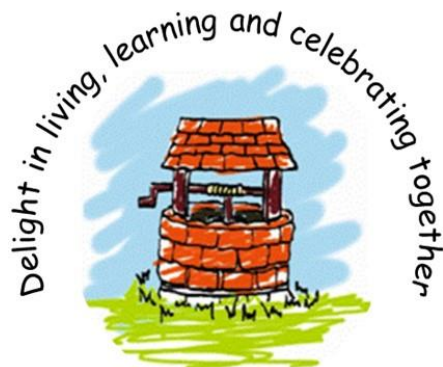


Hipswell Church of England Primary School Accessibility plan



Implemented: 20.03.24

Last reviewed on: 20.03.24

Next review due by: March 2027

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Hipswell, our vision is to “Live generously and graciously towards others, the way God lives towards us” (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	TARGETS	ACTIONS	RESPONSIBILITY	TIMESCALE	OUTCOMES
Increase access to the curriculum for pupils with a disability	<p>Our curriculum is adapted to meet the needs of all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed regularly to make sure it meets the needs of all pupils</p> <p>All children with visual tracking issues have access to resources such as overlays and coloured exercise books</p>	<p>Fully embed our pedagogical approach (active learning) to support the regulation and focus of pupils.</p> <p>Engage with the GAP+ Project and become a specialist school for SEMH needs.</p>	<p>Peer observations to share good practice.</p> <p>SENCo to adopt the new format for the LA SEND support plans.</p> <p>SENCo to review and update the Local Offer and Information Report in line with LA updated policies.</p> <p>Review provision for SEMH in school, share good practice with other local schools, undertake training and update provision further.</p>	<p>SLT</p> <p>SENCo</p> <p>Class teachers</p>	Summer term 2024	Pupils with SEND are happy at school, are fully supported in their learning and make good progress.

AIM	CURRENT GOOD PRACTICE	TARGETS	ACTIONS	RESPONSIBILITY	TIMESCALE	OUTCOMES
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Resources at wheelchair-accessible height 	<p>Audit access arrangements and ensure that all elements still remain in place and are maintained.</p>	<p>Audit the plan and liaise with SBM/Office Manager and Headteacher on any necessary maintenance.</p>	<p>SMB Office Manager Headteacher</p>	<p>Summer 2024</p>	<p>The school is accessible to all users.</p>
Improve the delivery of information	<p>We use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Live feedback during lessons ensures all pupils know how to move on with their learning because the adult can adapt their communication style to the individual.</p> <p>IWB backgrounds and information posters for pupils are written on coloured backgrounds; are available in large font; have pictorial/symbolic representations.</p>	<p>Ensure that pupils with EAL have access to signage of their own language.</p> <p>Parental letters converted for families where English is an additional language.</p>	<p>Admin staff to convert key letters using 'Google Translate.' Support also sought from MIST as needed.</p>	<p>SLT Admin staff</p>	<p>Spring 2024</p>	<p>All pupils have greater access to information and are able to fully take part in school life.</p>

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 Senior Leadership Team and approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Medical conditions policy
- Child protection policy
- Intimate care policy
- Staff related policies, e.g. risk assessments