

Harper Bell Seventh-day Adventist School



Accessibility plan 2024-2027

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Love Learning Laughter

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Vision Statement

This policy reflects the values and philosophy of Harper Bell Seventh-day Adventist School in relation to accessibility. It sets out a framework within which teaching and non-teaching staff can operate. It is a requirement of the Equality Act 2010 for schools to have an accessibility plan. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

1. Aims

At Harper Bell Seventh-day Adventist School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This takes into account their individual strengths and needs and should allow each child to fulfil their potential. 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.

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

Harper Bell Seventh-day Adventist School is a school which prides itself in being an inclusive school. We are committed to support children with Special Educational Needs and Disabilities where needs can be reasonably met within a mainstream setting. This plan shows how we intend, over time, to increase the accessibility of our school for pupils with a disability, staff, parents/carers and visitors. This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the Equality policy and SEN information and policy.

Definition of Special Educational Needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

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

Our school is 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, including pupils, parents, staff and governors of the school.

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 having a disability 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 a disability faces in comparison with pupils without a disability. 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.

TARGETS	STRATEGIES	PERSON RESPONSIBLE	DATE COMPLETE	SUCCESS CRITERIA
The school provides all pupils with a broad and balanced curriculum which is adapted and adjusted to meet the individual needs of all of the pupils. The school will work with LA services and other external professionals that can support to ensure that each child receives the appropriate support to reduce / remove barriers to learning.				
Curriculum and all education related activities	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of children with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils 	Curriculum Lead and Subject leaders Class teachers	Ongoing	All pupils have access to the curriculum and are able to excel, for example via support from an adult.

All educational visits are accessible to all pupils	Ensure venues and transport is suitable Guidance provided and seen for suitable and appropriate accessibility reviewed	SLT Education Visit Coordinator	On-going	All pupils are able to access and take part in educational visits and trips.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	PE Co. Class teachers	Annually	All pupils have access to high quality PE and are able to excel, for example, through the support of additional adults
Ensure pupils with a disability are fully included in lunch time and after school activities	Ensure that staff who run clubs, engage, encourage and support pupils with disabilities in these clubs. Ensure there is a way of getting children with mobility issues/ wheelchairs are able to access the school playground and classrooms on the ground floor.	PE Co. Class teachers DHT	On-going	All children, especially pupils with a disability feel equally included in all lunchtime and after school activities.
TARGETS	STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
The school will take account of the needs of pupils and their visitors with physical difficulties and sensory needs when planning and undertaking future work to the fabric of the school and refurbishments of the site and premises. This includes improved access, lighting, appropriate colour schemes and ensuring provision of accessible facilities, services and fittings.				
Improving the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits and facilities.	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Creating access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process 	Site supervisor SEND Lead Class teachers	On-going	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met.
TARGETS	STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
The school will continually strive to improve the delivery of written information to pupils considering cognitive ability / reading ability. Additionally, we shall continue to work with local services for providing information in alternative formats when required or requested. The school's website has an inbuilt function that will change the language on request.				
Improving the availability of accessible information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources 	Class teachers SENDco. Admission Officer	As required	Information around the school is accessible to all pupils

TARGETS	STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
<ul style="list-style-type: none"> Pictorial or symbolic representations <p>The school will provide all staff with the appropriate training to equip them with the knowledge and skills to undertake their role to provide high quality and individualised educational provision to every pupil including, meeting all aspects of need (education, health and social).</p>				
<p>Improve the range of CPD for all staff to appropriately meet the needs of pupils with a disability.</p>	<ul style="list-style-type: none"> Keep staff updated with the current good practices. Regular training on aspects of education plans for specific children Regular review milestones planned across each term 	<p>Class teachers and SEND Co.</p>	<p>Termly</p>	<p>Staff are fully equipped to meet the needs of pupils with disabilities Staff with disabilities in school feel included and valued in school.</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 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
- Curriculum policy
- Staff Development policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan

Section 2: Accessibility Plan Audit – Identifying Barriers to Access

Organisational

	Completed / good practice in place	In progress	Under review	Not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓			
Preparation for entry into the school and transition (resources and procedures)	✓			
Grouping of pupils (to meet individual needs)	✓			
Behaviour Policy	✓			
Educational visits (Policy and practice)	✓			
Arrangements for working with other agencies	✓			

Attitudinal

	Completed / good practice in place	In progress	Under review	Not yet addressed
Do all teaching and non-teaching staff have the necessary training to teach and support pupils with a disability?	✓			
Do staff recognise and allow for the possible additional effort expended and time required to process information and undertake tasks?	✓			
Are there high expectations for all pupils?	✓			
Do staff all seek to remove all barriers to learning and participation?	✓			
Is the curriculum accessible to all pupils?	✓			
Are all relevant policies in place and reviewed regularly?		✓		
Do staff model inclusive attitudes and behaviours at all times?	✓			
Are pupils encouraged to develop effective relationships with their peers and make positive interactions?	✓			

Curriculum Access

	Completed / good practice in place	In progress	Under review	Not yet addressed
Do all lessons provide opportunities for pupils to achieve?	✓			
Are activities linked to pupil's diversity?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class (where appropriate)?	✓			
Are all pupils encouraged to take part in arts and physical education-based activities? Are they intrinsically motivated?	✓			
Do staff provide alternative ways of giving access to experience or understanding for pupils with a disability who cannot engage in particular activities?	✓			
Do all pupils have access to IT for curriculum or communication purposes?	✓			
Is classroom organisation reflective of all pupils needs?		✓		
Is Teaching and Learning reflective of all pupils need?		✓		
Do assessment methods appropriately assess pupil's achievement and attainment?		✓		

Physical Access

	Completed / good practice in place	In progress	Under review	Not yet addressed
Are classrooms optimally organised for disabled pupils?	✓			
Does the size and layout of all rooms and areas across the school site allow access for all pupils			✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			✓	
Are emergency and evacuation systems set up to inform ALL pupils with SEN and disabilities, including alarms with both visual and auditory components?	✓			

Could any of the décor or signage be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓	
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils/autistic pupils such as considering acoustics and noisy equipment?	✓			
Is furniture and equipment selected, adjusted, and located appropriately?	✓			
Is access to school's facilities across the site inclusive?		✓		
Are physical activities accessible by all pupils?	✓			
Are there clear plans for emergency procedures?	✓			
Are breaks and lunchtimes appropriately supervised?	✓			
Does the school provide school meals that meet dietary needs and in an accessible way?			✓	

Information Access

	Completed / good practice in place	In progress	Under review	Not yet addressed
Do you provide information in simple language, symbols, large print etc for pupils / prospective pupils who may have difficulty with standard forms of printed information?				✓
Do you ensure that information is presented to groups in a way which is user-friendly for people with disabilities e.g. by reading aloud, use of interactive whiteboards etc?				✓
Do you have the facilities such as ICT to produce written information in different formats?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			✓	