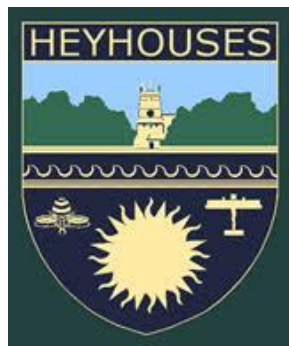


Heyhouses Endowed Church of England Primary School Accessibility Plan



"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."

This statement confirms our commitment to valuing the individuality of all our children. Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all our pupils.

At Heyhouses Endowed Church of England Primary School we recognise that every child is unique and special.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Within our rich and varied curriculum, every child is given opportunities and support, in a safe, caring and stimulating environment, to ensure they have the chance to reach their full potential. Our dedicated staff including those teaching in the classroom and members of our wider school family are committed to meeting the needs of all the children and strive to break down any barriers that are preventing pupils from making the progress they are capable of.

This policy has been created by the SENCO Team, in liaison with the staff, Headteacher and Senior leadership team and has the full agreement of the Governing Body.

Aims and objectives of this accessibility plan

Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all of our pupils.

This Accessibility plan outlines the proposals of how the governing body of Heyhouses Endowed Church of England Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. This Accessibility Plan is written in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan is structured to complement and support the school’s Equality Policy and will similarly be published on the school website.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Heyhouses Endowed Church of England Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- **Increase access to the curriculum** pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- **Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

Our Accessibility Plan is based upon the needs of the school and the school site, and has been written in conjunction with parents, staff and governors and will advise other school documents.

The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Lancashire Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

At Heyhouses we are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in line with the Equality Act 2010, with due regard to disability and to developing a culture of inclusion, support and awareness within the school.

Whole school training will highlight the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Curriculum policy
- Single Equalities Policy
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Safeguarding and child protection
- Behaviour policy
- Admissions
- Inclusion
- School Improvement Plan
- School brochure/ prospectus

The Accessibility Plan remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Headteacher, Senior Leadership Team, SENCO Team and Governing body at the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every 3 years to take into account the changing needs of the schools and its pupils. The plan will also be reviewed where the school is due to undergo any changes, including building work, change of space allocation or refurbishment

DDA Planning Duty 1:

Curriculum: The extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Target	Who	Timescale	Outcome/success criteria
To provide an inclusive curriculum	All staff Headteacher Senior Leadership team SENCO Team	On going	Inclusive curriculum offer eg. lesson planning, music, drama and physical activities, pastoral care, trips, visits, afterschool and breaktime activities, and the school environment
To identify and address barriers to learning using the graduated approach	Headteacher Senior Leadership team SENCO Team teachers working with other agencies.	Reviewed at termly meetings as a part of the 'assess, plan, do' review cycle. Open door approach.	Possible barriers to learning are highlighted so that appropriate provision and resources or adaptations are in place and academic progress continues. Staff have high aspirations and expectations of pupils with SEND.
To ensure learning aids are provided to support children with special needs.	Headteacher SENCO Team and all staff	On going	Resources sourced and available for use e.g. dyslexia friendly resources /resources for visually or hearing impaired pupils / resources for children with physical disabilities.
To provide training to meet individual medical needs of pupils where applicable.	Headteacher SENCO Team and all staff involved with the child	Annually	Staff completed training for specific medical needs eg Epi-pen training/ asthma training/allergies required general paediatric First aid
To continue to liaise closely with outside	Headteacher SENCO team	On going	Clear collaborative working approach in

agencies for pupils with on -going health needs. e.g. children with asthma, severe allergies, hearing or vision impairment or mobility issues.	All staff involved with the child. Outside agencies Parental involvement		place to support pupils.
To ensure consistency of approach and to develop staffs' understanding of how needs can be met and how programmes/ interventions can be used successfully to meet those needs. This will also involve targeted staff training to develop a deeper understanding of individual programmes.	Headteacher Senior Leadership Team SENCO Team	On going.	Staff able to work with increased knowledge and provide appropriate intervention/ resources for pupils. Staff will have a deeper understanding of individual programmes used to support children.
To ensure awareness of the Equality Act 2010.	Headteacher All staff-staff meeting	Annual staff meeting	Staff able to ensure practise meets the aims and objectives of the Equality Act 2010.
Proactive measures to overcome bullying by implementing anti-bullying policies and approaches	All staff-staff Headteacher	On going	School is a place where the ethos and values enable all children to feel safe.

DDA Planning Duty 2:

Physical Environment: The extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Target	Who	Timescale	Outcome/success criteria
The environment needs to meet the needs of children with social and emotional needs.	All staff.	On going and regularly reviewed.	Different areas around school are available for children to access to help meet their social and emotional needs eg. calm low sensory areas available in the setting
Ensure signs and symbols are in Braille for pupils	Headteacher Deputy SENCO	Adapted following yearly consultation with VI specialist as	Signs and symbols are in Braille for pupils with visual impairments

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with visual impairments.	VI specialist Site manager	child moves through school.	
Emergency and evacuation systems are accessible to all e.g. alarms have both visual and auditory components.	Headteacher Deputy Site manager	Spring term 2023	Infant building emergency and evacuation systems are accessible to all
Highly visible markings used to ensure the safety of pupils with a visual impairment	Headteacher Deputy Site manager	Spring term 2023	Safety of pupils with a visual impairment
Glass doors to be visible when closed	Headteacher Site manager	End Summer 2023	Accidents avoided as glass doors to be visible when closed
Classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access	All staff Headteacher SENCO Team	Needs reviewed at least termly. Adaptations required reviewed at this point.	Classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs, eg. Screens Ear defenders Seating
Furniture and equipment selected, adjusted and located appropriately	All staff Headteacher SENCO Team	Needs reviewed at least termly. Adaptations required reviewed at this point.	Furniture and equipment selected, adjusted and located appropriately to enable access to the curriculum

DDA Planning Duty 3:

Communication: The extent to which pupils with disabilities and their parents can access information on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

To ensure information on the school website is accessible to all.	All staff Headteacher ICT Coordinator	On going	Information in newsletters and information letters is in clear print and easily understandable. Information is translated where needed.
Work closely with families (and the Education Welfare Service if appropriate) to improve attendance	All staff Headteacher SLT Pastoral Support Lead Family Hub family worker	On going	Possible barriers to attendance are highlighted so that appropriate provision and resources or adaptations are in

			place and attendance improves.
To ensure transition from setting to setting is carefully planned and personalised for pupils with SEND	All staff Headteacher SENCO Team SLT	Summer term annually	Children are prepared as they transition between year groups, buildings (Reception to the Year 1 and Year 2 to Year 3) and also to High School. Provided through visits, social stories, parental reviews of need
Pupils and their families fully involved in the review of individual plans regarding curriculum access	All staff Headteacher SENCO Team teachers working with other agencies	Reviewed at termly meetings as a part of the 'assess, plan, do' review cycle. Open door approach.	Possible barriers to learning are highlighted so that appropriate provision and resources or adaptations are in place and academic progress continues. Staff have high aspirations and expectations of pupils with SEND. Strong links with family supports the approach.
Information is available in a variety of languages	Website lead Deputy	Spring 2023	Information is available to all users

Policy Approval and Review

Approval date: December 2022

Review date: December 2025

Signed (Headteacher):

Signed (On behalf of the Governing Body):