



Hilperton Church of England Voluntary Controlled Primary School

Accessibility Plan

Policy Ratified: 1st March 2019
Next Policy Review Date: March 2022
Policy Reviewed: Every 3 years
Policy Reviewed by: Full Governing Board
Policy Ratified by: Full Governing Board

This is a Statutory Policy

ACCESSIBILITY PLAN

The school's Accessibility Plan needs to be read and understood in conjunction with the following policies and documents:

- Special Educational Needs and Disability (SEND) Information Report/Policy
- Health & Safety Policy
- Equality Act 2010
- School's Access Audit

Hilpertons C of E Primary School is committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable

The Accessibility Plan for physical accessibility relates to the school's Access Audit. It may not be feasible to undertake all works during the lifetime of this plan and therefore some items may be rolled forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered in this plan in order to inform the development of the new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website with hard copies also available on request from the school office.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information in response to specific identified needs

Our objectives are detailed in the plan below.

Aim 1- To increase the extent to which disabled pupils can participate in the school curriculum

Target	Strategies	Timescale	Responsibility	Success criteria
To establish specific needs of children prior to the date when they start school (either new intake in September each year or starting at a later date).	Through questionnaires, which are sent out to all new parents/carers to request information on their child/children, establish levels of disability and specific needs. Through meetings that take place in term 5/6 with the parents, Local Authority Lead Worker and the school's Inclusion Leader.	June/July for new intake in Foundation Stage each September. Prior to a child joining school be it mid-year or in September each year in any other year group.	Senior Admin Inclusion Leader	Disability Register will be kept up to date and school will be aware of specific needs prior to a child's attendance at school
To establish specific needs of parents/carers with regard to receiving information prior to the date when their child/children join our school	Through correspondence sent out to new parents/carers asking them to advise us of any specific needs they might have .	June/July for new intake in Foundation Stage each September. Prior to a child joining school be it mid-year or in September each year in any other year group.	Senior Admin	School will be aware of any specific needs of parents/carers and have procedures in place to ensure information is accessible.
Maintain up to date Disability Register	From information provided through questionnaires and through liaison with other experts and external agencies, establish and maintain disability register of children and of parents/carers where declared.	Revise and update at the beginning of each year and on an on-going basis as the need occurs	Inclusion Leader Senior Admin	Register will be established and kept up to date.
When reviewing school policies, ensure that they reflect our inclusive practice and procedure.	Review policies and procedures in order to comply with our legal responsibilities under the Equalities Act 2010.	Ongoing	HT SLT Governors Subject leaders	All policies & procedures reflect inclusive practice where applicable.
Continual close liaison with parents/carers	Ensure collaboration and sharing between schools and families through discussions around EHCP/ Support plans, reviews and parents' evenings as well as day to day contact.	Ongoing	Inclusion Leaders All Teachers	All parties are appropriately informed and work together.
Continual close liaison with outside agencies for those	Ensure collaboration between all key personnel through the use of Educational Health Care Plans.	Ongoing	SLT Inclusion Leader PSA	Clear collaborative approach with all agencies working together.

children with ongoing health needs.	Ensure collaboration between all key personnel through the use of Support Plan Blues.		All teachers	
To ensure full access to the curriculum for all children	Where necessary, a differentiated curriculum with alternatives offered. Support staff strategically allocated according to need. Use of interactive ICT equipment, multimedia and other resources to support children with specific needs. Working with external agencies/parents/carers to source specific equipment as required.	Ongoing	SLT Inclusion Leader All Teachers All Support Staff	Advice taken and strategies evident in classroom practice. All children supported and accessing the curriculum.
To review attainment of disabled pupils	Through class pupil progress meetings, Teacher/Parents' meetings, Inclusion Leader and classteacher reviews, and school's own assessment timetable and tracking system.	Ongoing	SENDCo SLT Class teachers	Progress made towards targets and Provision Maps shows clear steps and progress made.
Audit of staff training needs	Through performance management, discuss any specific training needs staff might have to work with disabled children in their classes. To have a timetable of surgeries held by external professionals to enable teacher and support staff to discuss approaches and strategies.	Ongoing	SLT Class Teachers	Staff needs will be identified and responded to through necessary training. Staff feel confident to ask for support when needed
Share good practice relating to disability issues and data	Through staff meetings, informal conversations, staff training and transition meetings	Ongoing	SLT Class Teachers	An environment where dialogue and sharing of information is positively encouraged.
Ensure staff are up to date with The Equality Act 2010 and schools and that it also forms part of the induction procedures for new staff	Induction briefing for staff and inclusion in Staff Handbook and Code of Conduct.	When new staff join the school Ongoing throughout the year.	SMT Class Teachers Support Staff	All staff understand their legal responsibilities under the Equality Act 2010
Increase awareness and positive attitude towards disability amongst all pupils.	Through PSHEE lessons and class and school assemblies and collective worship. To have an annual timetable of events to raise the profile of pupils with disability- Paralympian visiting.	Ongoing	SMT Class Teachers Subject leader	All children will develop a better understanding and appreciation of disability

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Aim 2- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Strategies	Timescale	Responsibility	Success Criteria
Improve physical environment of school through review of Accessibility Audit and setting of priorities for each financial year	When setting budgets for coming year, review school's Access Audit, priorities and set targets for any reasonable adjustments that need to be made within the constraints of the budget for the year ahead. Set budget and timescale for any work.	Annual process when setting school budget	SMT Staffing and Resources Committee	Priorities will be established, budget set and work undertaken as identified.

Ensure all children with a disability are able to be involved in school life.	Through children's EHCP establish any specific needs regarding the physical environment of the school that need to be addressed and use this information to inform financial planning (see above). Through discussions with parents/carers, staff and disabled pupils, discuss and assess needs and respond to those needs.	On-going process through Performance Management, Planning Meetings, Parent Consultations, discussion with children and liaison with external agencies.	SMT Class Teachers Inclusion Leader External Agencies	SMT/IL/Class Teachers will identify and be aware of specific needs of individual children with a plan in place to meet those needs and make reasonable adjustments where possible.
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Aim 3- To improve delivery of information to disabled pupils and parents/carers

To ensure all children and parents/carers with disabilities receive and understand information	Through disability register and communication with parents/carers when their children start school, ensure that the school is aware of and responds to the needs (where reasonably possible/practicable) of individual parents.	When parents/carers/children first join the school. Ongoing through regular communication and parents' evenings.	SLT PSA	School aware of specific needs and have reasonable measure in place to enhance communication with parents/carers/children
To enable improved access to written information for pupils, parents/carers and visitors	Investigate and be aware of available hardware and software which might assist children with specific disabilities. Should it be identified as necessary: - auditing school library to ensure the availability of large font and easy read texts to improve access for specific children,. - Auditing signage around the school to ensure that it is accessible to all.	Ongoing	SLT PSA	School to be able to make informed choices about purchasing of specific resources. Signage around school to be suitable and purposeful.