



Accessibility Plan

Reviewed: January 2023

Next Review: January 2026



BACKGROUND

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

Essentially this means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”, including all of the protected characteristics.

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.

The Accessibility Plan is a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

OUR VALUES AND COMMITMENT

The School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Within our ethos and with the help of this Accessibility Plan we are able to reach out further and help all of our children and ensure that they achieve in every aspect of school life.

The School is committed to equal opportunities and is driven by the National Inclusion Statement.

OUR SCHOOL

- Sets suitable learning challenges;
- Responds to pupils’ diverse needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- Aims to identify and remove barriers for individuals and groups of pupils;
- Is proud of our inclusive values and ensures all children feel welcome;
- Upholds the importance and value of everyone’s contribution.

OUR AIMS

The School is committed to continuous improvement with the aim of increasing the accessibility of provision for all pupils, staff and visitors to the school. Our Accessibility Plan therefore contains relevant actions to:

1. Improve attendance levels by monitoring absence reasons and using the data to ensure that there are no trends or patterns emerging in relation to those pupils who have a disability.



2. Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as able-bodied pupils by expanding the curriculum as necessary; (If a school fails to do this they are in breach of the DDA).

This covers teaching and learning as well as participation in the before and afterschool clubs, cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

3. Improve access to the physical environment of the school, providing where possible, specialist facilities as necessary. This covers improvements to the school's physical environment and physical aids to access education.
4. Teach everyone the importance of respect and tolerance of the protected characteristics through behaviour, the curriculum and collect worships to minimize bias and emotional barriers.

The Accessibility Plan will be reviewed and adjusted on an annual basis and shared with staff. A new plan will be drawn up every three years.



ACTION PLAN

Priority 1: Attendance					Priority target: 100% attendance each week.			
Action		Success Criteria	Timescale Start-End	Responsibility	Resources	Monitoring	Evaluation	Date Achieved / Actions as a result of evaluation
a	To ensure that absence rates are monitored carefully within school. With particular emphasis on reasons for absence	Governors aware of progress against attendance targets. Proactive steps taken to support families with levels and reasons for attendance which are of concern.	On going	Attendance mead (TB)	time	FGB assigned governor Termly monitoring	HT report / governor visit reports	
Priority 2: Curriculum					Priority target: To ensure that 100% of pupils, including all pupil groups access the entire curriculum			



Action	Description	Success Criteria	Timescale Start-End	Responsibility	Resources	Monitoring	Evaluation	Date Achieved / Actions as a result of evaluation
a	To ensure that all elements of the curriculum are accessible to all pupils in school.	Governors to check that adequate provision has been made in the curriculum with particular emphasis on PE, and	Yearly	Curriculum Leaders	Curriculum overview School visits file or online software (Evolve)	FGB	Curriculum review –	
		school visits for children with disabilities.			Risk Assessment file			
b	To ensure that there are positive attitudes towards disability and people with disabilities using the framework of the PSHEE framework.	Resources to check that PSHEE/RSE curriculum promotes positive attitudes towards disability. Ensure our Church school value of Equality supports positivity towards disability.	Yearly	SENDco	PSHE/RSE planning Collective Worship rota and reflection books	FGB Monitor with SEN governors alongside SENDco	Curriculum review	



Priority 3: Physical Environment					Priority target: To ensure that the grounds within school are accessed and used on a weekly basis			
Action	Description	Success Criteria	Timescale Start-End	Responsibility	Resources	Monitoring	Evaluation	Date Achieved / Actions as a result of evaluation
a	Continuous improvement to the design and layout of both indoor and outdoor buildings and play spaces to cater for all needs.	Pupils are able to make better use of recreational space with designated zones.	On going	HT	Support financially from FOS. Buildings budget. Resources to support the development of outdoor spaces.	HSF Health and Safety monitoring report	Feedback from School Council and Midday Supervisory Team and Pupils	

Priority 4:					Priority target: To ensure that the grounds within school are accessed and used on a weekly basis			
Action	Description	Success Criteria	Timescale Start-End	Responsibility	Resources	Monitoring	Evaluation	Date Achieved / Actions as a result of evaluation



a	To ensure that all curriculum areas, Collective worships and behavior considers the protected characteristics and respects them through resources, books, conversations.	Pupils are able to understand the importance of respect and tolerance, Ensure children know about the protected characteristics and how we consider these.	On going	HT	Resources to support the delivery of the curriculum and collective worships. Training for staff.	HSF / FGB Health and Safety monitoring report	Pupil voice / staff questionnaires	
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MONITORING AND EVALUATION

Termly monitoring reports to governors will include:

- Discussions with pupils, parents and staff.
- Resource allocation relating to premises will be monitored at HSF meetings.
- Monitoring reports linked to behavior, PSHE, collective worship, curriculum areas, R.E, attendance
- Data will be analysed and progress will be monitored of different groups, including PP, SEND and presented to governors.