



Responsible Staff	<b>Laura Sprowson</b>
Responsible Governor	<b>Andy Avery</b>
Policy Approved	<b>February 2024</b>
Review Date	<b>February 2025</b>

## **Contents:**

Vision & Values

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

## **Vision & Values**

### **Vision Statement**

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

### **Foundational Scripture**

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

### **School Values**

Our school values are at the heart of our planned curriculum. We aim to provide high quality learning opportunities which help foster these values within children.

Our values are:

Friendship

Thankfulness

Hope

Unity

Compassion

Forgiveness

Justice

Endurance

Trust

**At Hoole Church of England Primary School, we aim to help children become:**

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

## **Statement of intent**

This plan outlines how Hoole Church of England Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Inclusion Leader will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **3. The Accessibility Audit**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities

- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-term, medium-term and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

#### 4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	To extend staff knowledge, understanding of and application of adaptive teaching strategies so that all pupils are supported to know more and remember more. <i>(Equality Information &amp; Objectives Statement Objective 2; School Improvement Plan Priority 1)</i>	Audit of the curriculum	Headteacher, Curriculum Leader, Teachers, Inclusion Leader, Subject Leaders.	Spring 2024	Adaptive teaching strategies embedded in school and evidenced in monitoring activities.	Summer 2024
<b>Medium term</b>	Extend strategies for supporting children with physical disabilities to fully access school trips.	Needs of pupils with physical disabilities are incorporated into the planning process.	Teachers, Inclusion Leader	Summer 2024	Strategies for supporting pupils with physical needs are embedded to facilitate full participation.	Autumn 2024



<b>Long term</b>	Extend use of technology to enrich learning for children with additional needs. <i>(Equality Information &amp; Objectives Statement Objective 1)</i>	Audit of how technology is currently used to support teaching and learning. Research regarding technology use to support learners with additional needs.	Headteacher, ICT manager, SENCO	Autumn 2025	Teaching and learning strategies for pupils with SEND enriched by use of variety of technological resources, apps and programs. Range of hardware and software used to support additional needs extended.	Spring 2026
------------------	---	--	---------------------------------	-------------	---	-------------

## 5. Planning duty 2: Physical environment

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Audit access to all areas of the school site for wheelchair users.	Ensure that all areas are fully wheelchair accessible.	SBM Site Manager	Spring 2024	Adaptations made where appropriate to support full access and participation for stakeholders who use wheelchairs.	Autumn 2024
<b>Medium term</b>	Ensure toilets are fully accessible for stakeholders with physical and sensory disabilities.	Audit requirements to meet needs of pupils with physical and sensory disabilities.	SBM Inclusion Leader	Summer 2024	Toilets are fully accessible by stakeholders with disabilities.	Spring 2025

<b>Long term</b>	Review access to appropriate parking facilities for stakeholders with physical disabilities.	Review disabled parking provision and strategies which support stakeholders with disabilities.	Headteacher Site Manager SBM	Autumn 2025		Summer 2026
------------------	--	--	------------------------------------	-------------	--	-------------

### 6. Planning duty 3: Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Increase the participation and engagement of targeted vulnerable pupils and their parents/carers in learning and school life ensuring equity and fairness in access and engagement. <i>(Equality Information &amp; Objectives Statement Objective 3; School Improvement Plan Priority 3).</i>	Audit how information about school events is sent to and received by vulnerable families. Evaluate how this information could be shared in a way which would encourage and support increased participation.	Deputy Headteacher, Inclusion Leader, Attendance Leader, Phase Leaders, Teachers, Administration Team	Spring 2024	School is aware of accessibility gaps to its information delivery procedures. Revised approaches identified and adopted.	Autumn 2024
<b>Medium term</b>	Written information is not fully accessible to stakeholders with communication and language barriers.	Provide written information in alternative formats and languages.	SBM, SLT Inclusion Leader Administration Team	Spring 2024	Written information is fully accessible to children with visual impairments	Spring 2025

<b>Long term</b>	School website is not accessible to stakeholders with SEND.	Audit of website and work with stakeholders with disabilities to review how access to the website could be improved.	Headteacher Administration Team	Autumn 2024	Website is fully accessible to all stakeholders.	Autumn 2025
------------------	---	--	---------------------------------	-------------	--	-------------

## 7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is February 2025 Any changes to this plan will be communicated to all staff members and relevant stakeholders.