



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Accessibility Plan

July 2022 – July 2025

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

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| Last Reviewed | July 2022 |
| Next Review Date | July 2025 |
| Ratified by | FGB |
| Ratified on | 06.07.2022 |
| Lead Person | Rachel Forward |

Introduction

At Hildenborough CE Primary School, we pride ourselves on being an inclusive environment, welcoming children with a range of learning and physical disabilities to our school. We are fully committed to ensuring that all pupils, regardless of their background, additional educational needs, race or gender, are able to fulfil their potential, and strive to ensure that our classrooms cater for all need types, through outstanding classroom practice and informed methods that enable all children to succeed academically, socially and emotionally.

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ✓ Mobility
- ✓ Manual dexterity
- ✓ Physical co-ordination
- ✓ Continence
- ✓ Ability to lift, carry or otherwise move everyday objects
- ✓ Speech, hearing or eyesight
- ✓ Memory or ability to concentrate, learn or understand
- ✓ Perception of risk of physical danger.

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 must 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

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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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils or sooner if circumstances change.

| 1. Improving Participation in the Curriculum | | | | | |
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| Priority | Lead | Action | Resources | Timescale | Success Criteria |
| Training for staff on increasing access to the curriculum for all pupils. | SENCO | <ul style="list-style-type: none"> • Teachers trained in differentiating the curriculum to meet the needs of all learners • Support staff trained in delivering specific intervention • Specific training and ongoing guidance from agencies such as SALT, STLS, physiotherapists, OT etc. • Access to courses and online resources for CPD shared with staff • All staff trained to meet individual medical needs of pupils where applicable | Time allocated for training | Ongoing | <p>Increased access to the curriculum for all learners.</p> <p>The needs of all learners will be met.</p> |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils. | SENCO | <ul style="list-style-type: none"> • Strategic deployment of support staff/Inclusion Manager • Use of ICT, such as iPad/laptops, Clicker 6, sound buttons, reading pens • Use of other resources as needed, such as sloping boards for writing, wobble | <p>Specific apps and software to support learning on laptops/ iPads</p> <p>Other resources as required for individual pupils</p> | Ongoing | Barriers to learning are removed, having a positive impact on pupil progress. |

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| | | <p>cushions, reading rulers, coloured overlays/exercise books, pencil grips</p> <ul style="list-style-type: none"> • Sensory toolkit to be available in every classroom • Learning Village resources for pupils with EAL • Ensure specialist equipment, e.g. specialised seating, is checked regularly and seek advice if needed | | | |
| Effective communication and engagement with parents. | SENCO/ Class Teachers | <ul style="list-style-type: none"> • Parent's Evening • Parent pop-in sessions • Open door policy • 3x yearly PPP review meetings • Annual review meetings • SEND coffee mornings | Time allocated for meetings | Ongoing | Parents/carers fully informed about progress & engage with their child's learning. |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils. | Headteacher/ staff leading club | <ul style="list-style-type: none"> • Risk assessments will be undertaken where appropriate • Providers will comply with all legal requirements | Any specialist equipment needed to allow a child to access a club | Ongoing | Increased access to the extra-curricular activities for all pupils with SEND. |

| 2. Improving Physical Environment | | | | | |
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| Priority | Lead | Action | Resources | Timescale | Success Criteria |
| Access into and around school and reception. | Site Manager, overseen by Headteacher | <ul style="list-style-type: none"> • Designated disabled parking bay in school car park • Maintain ramp leading to office | Maintenance costs | Ongoing | School will be fully accessible for wheelchair users. |
| Maintain safe access round the interior and exterior of the school. | Site Manager, overseen by Headteacher | <ul style="list-style-type: none"> • Ensure school site is wheelchair accessible • Ensure all areas are safe and cleared to ensure children are | Maintenance costs | Ongoing | People with disabilities can move unhindered along exterior pathways and safely around the school. |

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| | | <p>safe and walkways and other areas are clear</p> <ul style="list-style-type: none"> Awareness of flooring, furniture and layout in planning for disabled pupils | | | |
| Provision of wheelchair accessible toilets | Site Manager, overseen by Headteacher | <ul style="list-style-type: none"> Maintain disabled toilets to ensure they are in working condition and suitable for wheelchair users | Maintenance costs | Ongoing | School will be fully accessible for wheelchair users |
| To provide a safe space for children with SEND to be able to relax and regulate. | SENCO | <ul style="list-style-type: none"> Maintain Green Room, in particular, the sensory tent as a safe place for children with SEND | Green Room Sensory tent/ other sensory equipment | Ongoing | A safe space will be available to all children with SEND to use over the day. |

| 3. Improving Access to Information | | | | | |
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| Priority | Lead | Action | Resources | Timescale | Success Criteria |
| Availability of written material in alternative formats, as needed for pupils and parents/carers. | Office/ SENCO | <ul style="list-style-type: none"> Weekly newsletter emailed to parent/carers Key content published on school website Provided translated documents where appropriate Provide materials in alternative formats where appropriate e.g. large print, coloured paper, braille, pictorial or symbolic representations | Google translate Coloured textbooks or overlays | Ongoing | <p>All parent/carers will be up to date and well informed of school information.</p> <p>All pupils will have access to curriculum information and all other school information in a format that meets their needs.</p> |