

	<p><b>The Holme Church of England Primary School</b>  <b>The Good Shepherd Trust</b>          Academies in partnership with the Guildford Diocese Education Trust          The Education Centre, The Cathedral, Guildford, Surrey GU2 7UP Tel: 01483 450423  <b>Accessibility Policy 2016-2019</b></p>	
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Date	Review Date	Subject Leader	Local Governing Body
September 2016	September 2019	Headteacher/INCo	Good Shepherd Trust

**Our Shared Vision:**

*The Holme Church of England Primary School aims to prepare every child for their future through a fun, dynamic and creative learning environment, underpinned by a nurturing Christian ethos in which expectations are high and all success is celebrated.*

**Rationale:**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

**Aims:**

At The Holme Church of England Primary School we aim:-

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- To advance equality of opportunity to all regardless of ability or disability.
- To foster good relationships between the whole school community regardless of ability or disability.

## **Guidelines:**

This Accessibility Plan has been drawn up in consultation the Diocese of Guildford, pupils, staff and governors of the school and covers the period from September 2016 – September 2019.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **The School's Context:**

We are a Church of England Primary School, an academy of The Good Shepherd Trust, for children aged 4yrs to 11yrs. The school comprises of one building covering a larger than average sized site, of one or two storey construction.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The **Disability Discrimination Act 2010**
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted and SIAMS inspection frameworks

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion
- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are those without a disability. (If a school fails to do this then they are in breach of the Equality Act 2010). 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 the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the quality 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 various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Targets	Strategies	Outcome	Timeframe	Progress
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required documents for Term One.	Adherence to current legislation	Annually	Agenda item 10 <sup>th</sup> November 2016 Agenda item 12 <sup>th</sup> September 2017
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for Governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	Training to be ongoing.	Twice half termly TA briefing with INCo Staff meetings INCo Circle
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors	Policies reflect adherence to current legislation	Ongoing	Inclusion Policy review date July 2018
<b>Physical Environment</b>				
Ensure that all areas of the school building and grounds are accessible for all children and adults or that alternative arrangements are in place. Continue to improve the access of the physical environment for all.	SEN staff to complete an annual audit of accessibility to the school building and grounds and make an action plan if required. Governors to check action plan and monitor, evaluate and review the process.	Any modifications needed will be agreed by the FGB and funding made available to enable them to be made and ensure access for all.	Ongoing. Linked to Health & Safety audits.	School building and grounds not all fully accessible due to unalterable stairs. However, make changes if needed to classes, eg when Y4 pupil hurt leg, ensured no need to use stairs.
Ensure that any proposed 'new build' project is physically accessible to everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	In line with any new build project.	NA to date

<b>Curriculum</b>				
Teachers to be trained in addressing the needs of different aspects of SEN pupils.	Review the needs of individual pupils and provide relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with specific needs and time.	Ongoing and as required.	Precision Teaching SALT Therapies INSET Feb 2016 SLA with Ed Pysch Robins Oak – Behaviour Outreach links ELSA, Lego Therapy
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing and as required.	Adjustments are made to ensure that all pupils have access to out-of-school activities.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the independence and participation of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example access to ICT.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. Ongoing.	Adjustments are made to ensure that all pupils have access to classroom activities.
Access arrangements to meet the needs of individuals when taking tests etc. will be applied for and support provided as necessary.	HT/ICo will ensure that access arrangements are applied for and appropriate adjustments and support are provided in order to access tests.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	As required.	Access arrangements are in place in line with testing procedures.

<b>Written/ Other information</b>				
Make available school brochures, school newsletters, and other information for parents/carers in alternative formats.	Convert written documents to make them accessible as required or by request.	Those with individual needs have full access to information about the school and are kept well informed.	Ongoing and by request.	Parents/carers have full access to documents required to keep them well informed about the school. Supported blind parent last year and sensitive to illiteracy.
To continue improving communication for any hearing impaired member of the school community.	To ensure that adjustments are made for these members of the school community to be kept well informed.	All members of the school community are able to access verbal information.	Ongoing and by request.	NA at present.

<b>Lead member of staff:</b>	Headteacher/ICo		
<b>3-year period covered by the plan:</b>	2016-2019		
<b>Plan Review:</b>	September Annually		
<b>Headteacher:</b>	Ruth Worswick		September 2017
<b>INCo :</b>	Maddy Child		September 2017
<b>Chair of Governing Body</b>	Vicky Skidmore		September 2017
<b>Next Review Date:</b>	September 2018		