



The Haven VA CE/Methodist Primary School Accessibility Plan

Policy Date: March 2016 Review Date: March 2019

At The Haven CE/Methodist Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. In line with our Christian ethos, we believe that each child is unique, with different gifts and talents. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

The Haven CE/Methodist Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Haven CE/Methodist Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the **curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of **specialist or auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Learning and Behaviour Policy
- Curriculum Policies

- Health & Safety Policy
- Equality Objectives
- Off-Site Activities Policy
- School Development Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
- School Prospectus and vision statement

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Governor's Leadership & Management Committee.

Signed Mrs Sharon Trathen, Deputy Headteacher/Inclusion Manager

Signed Mrs Wendy Bray, Headteacher

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Three year action plan 2016– 2019

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability				
Training for staff on a systematic approach to the early identification of emotional developmental need (Thrive) so that differentiated provision to address those needs can be put in place quickly and the impact measured	An ongoing programme of training and development to be offered teachers and teaching assistants	Ongoing	Inclusion Manager	Staff have a secure understanding of neuroscience, how emotional disruption affects learning and behavior and how Thrive strategies support the child to learn new ways of behaving to manage difficult feelings so that they can join in and enjoy learning in school; Staff are more confident and competent in working with challenging and vulnerable children, and with parents and integrated teams; Improved learning, behavior and achievement for all pupils
Continue to address pupils' emotional and social development through thrive intervention groups and 1:1 sessions with a play therapist	An ongoing personalized programme to enable pupils to work through their thoughts, feelings and problems in a supportive group led by a Thrive practitioner	Ongoing	Inclusion Manager	Barriers to learning as a result of emotional and social problems are addressed through personalized provision

To ensure that teaching and learning meets the needs of all pupils through effective differentiation	Continuing professional development (CPD) sessions and coaching to focus on development of differentiation in all subjects, particularly with reference to accommodating pupils with dyslexia	Ongoing	Inclusion Manager	Raised staff confidence in strategies for differentiation and increased pupil participation
Continued training for staff in the teaching of children with ASD, Attachment Disorder and other specific learning difficulties	Relevant staff attend appropriate training. Outreach provision from external agencies	Ongoing	Inclusion Manager	Children with ASD, Attachment are successfully included in all aspects of school life
Improve and maintain access to the physical environment				
To ensure school buildings continue to meet accessibility requirements	To include an access audit checklist in the annual cycle of monitoring the premises by the governors	Every three years	School Business Manager	Required changes are identified and addressed
Improve the delivery of written information to pupils				
Review information to parents/carers to ensure it is accessible	School office will support and help parents to access information and complete school forms	On-going	School Office	All parents can access and understand the key school information
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired	On-going	School Administrator	

Continue to make available school prospectus, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.			All school information available for all. School information is published on the school website and updated regularly
Survey parents/carers on quality of communication	Part of annual governor parents' questionnaire	Annually in March	Headteacher	School is more aware of the opinions of parents and acts upon this
Ensure accessibility of school information for non-English speaking parents	Continue to work with TEALS outreach service to improve communication with non-English speaking families	On-going	Inclusion Manager	Non-English speaking parents are able to access key information