

Accessibility Plan

Horwich Parish CE Primary School



Approved by: FGB

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*Our vision is to be a school where everyone can achieve and "let their light shine" both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.*

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

The principles of the school are to ensure the equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include: pupils, parents, governing body, visitors and students on placement.

The school will actively seek to improve access to services and maintain an action which identified steps to do so and will be reviewed annually. The plan will take account of improvements made, future resource availability and changing needs in the target areas:

Increase the Extent to Which Disabled Pupils Can Participate in The Curriculum

We will ensure that:

- The curriculum is differentiated to meet the needs of all children, including those with additional needs. Materials will be available to ensure that children are able to access provision and achieve the best outcomes possible. INSET and training will be provided when monitoring outcomes and the SENCo will work closely with class teachers and support staff.
- Resources will be provided to enhance the learning environment: These may include, writing slopes, enlarged texts and coloured back grounds on the Interactive whiteboard for children with visual stress. Where required specific equipment will be provided as advised by outside services alongside close liaison with parents.
- The catering department will be informed of children with specific requirements through HealthCare Plans and displayed clearly in the kitchen for all staff to follow. The information will also be recorded in the school office.
- No child with medical condition will be denied admission or prevented from taking part in school activities as school will ensure barriers are removed to ensure that all pupils access and enjoy the same opportunities at school as any other child.
- All parents know they are welcome into school any time to discuss any changes or issues that arise regarding their child.

Improve the Physical Environment of The School to Enable Disabled Pupils to Take Better Advantage of Education, Benefits, Facilities and Services Provided

We will ensure that:

- We manage and improve the physical environment of the school building and grounds to meet the needs of disabled children currently at our school and prospective students.
- Software will be purchased to enhance learning for specific children to improve outcomes, especially Maths and English.
- We utilise the support of outside services to remove barriers for children where possible and support positive outcomes.
- Seating arrangements will be considered to support children maximize their learning who may have visual or hearing barriers.
- The fire alarm can be heard from all areas of the school.

Improve the Availability of Accessible Information to Disabled Pupils

We will ensure that:

- Advice shared will be then shared with parents.
- The SENCo will ensure that the Individual provision map is updated at the end of each assessment point and shared with parents and class teachers.
- Any information provided by outside services will be shared via newsletters and email to support parents.
- Parents will be signposted to services as part of the local offer.
- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- The school supports any available partnerships to develop and implement the plan.
- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|--|---|--|--------------------------------------|--|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>At Horwich Parish CE School, we aim to remove barriers for children so that they are able to access the curriculum and are provided with the equality of provision alongside all their peers.</p> <p>We teach using a range of teaching strategies and use TAs where required to improve outcomes. We utilise additional support for target children with intervention groups and differentiated support. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability and analysed by subject leaders at the end of each project</p> <p>Targets are set effectively and are appropriate for</p> | <p>A range of strategies are adopted to cater for children within the four areas of learning which help to remove barriers.</p> <p>Provide physical resources which remove barriers to enable children to access provision and make progress.</p> <p>Seek the advice of other services to facilitate support children with a disability</p> | <p>Staff training/ support in class and meetings to identify specific teaching methods to support children and remove barriers.</p> <p>Complete an audit for resources required to support children with SPLD needs.</p> <p>Ask for support where a child with a disability is identified and ask for specialist support and advice to support outcomes.</p> | <p>AW DM</p> <p>AW</p> <p>AW</p> | <p>Each term assign a staff meeting to an area of general need.</p> <p>Complete each term to support changing needs</p> <p>Complete a review each term to support changing needs</p> | <p>Progress in relation to the area of need.</p> <p>Children able to access provision due to support with physical resources.</p> <p>Specialist support is accessed where required to improve outcomes for children.</p> |

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| | <p>pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils through lesson observations, drop-ins, books scrutiny and pupil interviews.</p> | | | | | |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required</p> <p>This includes:</p> <ul style="list-style-type: none"> • Stair lift • Disabled toilets- one in KS1 and Closimat in KS2 • Risk assessments, PEEPS, Care Plans in place as required • Catering staff are aware of all pupils with allergies and agree a menu suited to their needs. • Access support would be given to any governors, parents/carers or visitors as required • Yellow lines on outdoor steps into the building. | <p>The school is across a number of buildings and floors, including a listed building which can be difficult to adapt. Adaptations would need to be considered as appropriate as and when required.</p> <p>It is important to be aware of all stakeholders' access needs</p> | <p>Consider need to service Closimat annually as and when need arises</p> <p>Provide access support as required</p> <p>All areas should be free of clutter</p> <p>Health and safety termly walk-round to consider access requirements</p> | <p>Site Manager</p> <p>All staff</p> <p>All staff</p> <p>SC/NO</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> | <p>Improved access to certain areas.</p> <p>Children with physical disability will have dignity.</p> <p>School will comply with LA regulations when audited.</p> |

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| | <ul style="list-style-type: none"> • Mobile ramp available to allow access into main building | | | | | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Highlighted yellow lines on steps • Lower handrails in certain places within the indoor environment • Visual prompts and cue cards. • ICT resources to improve outcomes, especially in Maths and English. | <p>Sign post parents to any events and support provided by the Local authority on our school's website and newsletter.</p> <p>Structured conversations are in place for parents to review the interventions in place for their child twice a year.</p> | <p>SENCo to liaise with the office manager to pass on any flyers or information provided each week.</p> <p>AW to contact parent partnership for any resources which may support parents.</p> | <p>AW/LG</p> <p>AW</p> | <p>Ongoing</p> <p>Half termly</p> | <p>Parents more informed how to support their child and access additional services</p> |

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| | <ul style="list-style-type: none">• Coloured overlays/ background colours on IWB to support visual stress.• Laptops for children to access writing activities• Outside services requested to support resources and provision. | | | | | |
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4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing board.

5. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy.
- Health and safety policy.
- Special educational needs (SEN) Disabilities policy.
- Single equalities policy.
- Supporting pupils with medical conditions policy.
- Behaviour Management policy.