



“Let your Light shine”

Matthew 5:16

Accessibility plan

The Polehampton C. of E. Schools

Issue Date	January 2022
Review Date	January 2025

“Let your light shine” Matthew 5:16

These words of Jesus are at the heart of our school's vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we share his light with others and change the world!

In this policy, we “let our light shine” by creating a safe and rich environment which enables children with disabilities to participate fully in the school community by identifying and eliminating barriers that could prevent this.

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all employees of the Trust.

1. Aims

Our Trust and our schools are inclusive and welcome to all and aim to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind.

For our schools, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. This includes pupils with SEND.

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

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 including SEND Provision, Sensory Consortium, joint bids etc

Our schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

- This plan would be reviewed further if we take a child with different additional needs

AIM	CURRENT GOOD PRACTICE Including established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<p>Ensure every class is employing expected quality first teaching strategies as part of their everyday practice</p>	<ol style="list-style-type: none"> 1. Staff training 2. Year group provision maps to aid identification and transition 3. SEND learning walk 4. Feedback to staff 5. Support from external agencies – ongoing 	<p>Inclusion Leader</p>	<ol style="list-style-type: none"> 1. Spring 22 & ongoing 2. May ½ term 22 & then annually 3. June 22 & ongoing 4. June 22 5. Ongoing 	<p>All children will have access to QFT strategies</p>
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	<ul style="list-style-type: none">• The curriculum is reviewed to ensure it meets the needs of all pupils• The school builds effective relationships with parents so we can openly discuss how to best meet the needs of their child• Assistive aids are available to support learning, i.e. reading rulers, ear defenders, pencil grips• Quality first teaching strategies support all pupils, including those with SEND, for example, visual timetables,					
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	<p>dyslexia friendly fonts, equipment for PE</p> <ul style="list-style-type: none"> • Trips - Social stories are created, planning ahead and speaking to providers, liaising with parents, consider adaptations, for example, length of stay on a residential 					

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Stairs have contrasting nosings • Classroom layout & school environment is adapted to accommodate specific needs of current children, for example, work stations, quiet areas, nurture rooms, sensory dens 	<p>A. Improve signage, for example to include a visual, dyslexia friendly</p> <p>B. Ensure daily rigor is maintained to keep corridors/access points clear of obstacles and general clutter</p> <p>C. Annual audit to aid transition/accommodation of pupils as they join & move through the schools, taking advice from external agencies such as OT, sensory consortium</p>	<ol style="list-style-type: none"> 1. Class check list 2. Site controller/all staff monitoring 3. May/June audit 4. Support from external agencies – ongoing 	<ol style="list-style-type: none"> 1. Inclusion leader 2. All staff 3. Inclusion leader 	<ol style="list-style-type: none"> 1. Sept 22 2. Ongoing 3. June 22, then ongoing 	<p>A. Signage improved across the school</p> <p>B. Clear corridors maintained</p> <p>C. Audit and conversations regarding pupil needs ensure new classes are well-prepared</p>
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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"> • Large print resources • Colour filters • Dyslexia friendly font • Pictorial or symbolic representations • Communication books and boards • Makaton for individuals and some signing for all 	<p>A. Improve signage, for example to include a visual, dyslexia friendly</p> <p>B. Review how children receive information during lessons, i.e. off the board</p>	<ol style="list-style-type: none"> 1. Staff training 2. SEND learning walk 3. Support from external agencies – ongoing 	Inclusion lead	<ol style="list-style-type: none"> 1. Sept 22 2. Ongoing 	<ol style="list-style-type: none"> A. Signage improved across the school B. June 22

Whilst this policy is aimed at supporting pupils, we also aim to support our wider school community, including staff, parents, governors and visitors. For example, supporting parents to complete forms, putting parents in touch with each

other to support with particular needs, providing taller chairs for assemblies, adapting communication to their needs where possible, for example speaking in person, rather than emailing or vice versa

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by School and Community Committee

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Local Offer