



# **Humshaugh C of E (Aided) First School**

## **Accessibility Plan 2022-2025**

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## **Introduction**

The Accessibility Plan is listed as a statutory document by the Department for Education. The Plan must be reviewed every three years and approved by the Governing Body. At Humshaugh Co of E First School the plan will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will append to this document.

The Accessibility Plan has been developed and drawn up in consultation with pupils, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to inform other school planning documents and policies. Progress and outcomes will be reported upon annually.

## **Vision Statement**

At Humshaugh C of E First School, we are committed to providing an environment 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 Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.**

It shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipates that there may need to be some adjustments to meet their needs.

**The Accessibility Plan outlines actions which will:-**

- 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 the able-bodied pupils; this covers both 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.

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:**

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy

- Health and Safety Policy
- Equality Plan
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy
- Staff Behaviour Policy

The Accessibility Plan for Physical accessibility is informed by the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of the period covered by this plan in order to inform the next.

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 published on the school website.

The Accessibility Plan will be monitored through the Governors' Resource Management Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

## **Aims and Objectives**

### **Our Aims are:**

- Increase access to the curriculum for pupils, staff or visitors with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below.

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about parents' evening.

### **Physical Environment**

Pupils with a disability participate in extra-curricular activities. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs there are some parts of the school to which disabled pupils would have limited or no access at the moment.

### **Curriculum**

There are areas of the curriculum to which disabled pupils may have limited or no access. However, staff works hard to ensure that barriers to learning are minimised. Some areas of the curriculum present particular challenges, for example: PE for pupils with physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties.

Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people: in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication can be made available to enable all pupils, staff and visitors to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **Access Audit**

The school is a double storey building with wired corridors and several access points from outside. EYFS and KS1 areas could all be accessed via a level external route but the KS2 classroom is currently on the first floor.

Parking for staff and visitors is level but is on the road side adjacent to the school. There is no car park but there is a lay by opposite the school with space for five cars. Many entrances to the school are flat and all have wide doors fitted. However, the main entrance has a step and no secure lobby. There is a disabled toilet available in the entrance area. This is fitted with a handrail and a pull emergency cord. Doors from the Reception classroom and hall have steps which would not easily be access by wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

### **Management, co-ordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

## Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	To liaise with parents to review potential intake each term.	To identify pupils who may need provision which is additional to or different from planned provision for each intake	Each term	HT/ EYFS lead	Procedures/equipment / ideas set in place by beginning of each term.
	To establish close liaison with parents.	Class teachers meet with parents in autumn term to ensure targets are set for reducing/ removing barriers to learning and participation in wider school activity  Targets are reviewed at least termly	End of Autumn term  Review meeting in spring and summer terms minimum.	Class teachers/ SENCO	Children with SEND have clearly identified targets and strategies are in place to ensure that they participate fully in all aspects of school life including lunchtime, playtimes and after school clubs.

	To ensure full access to the curriculum for all	A differentiated curriculum with alternatives offered in terms of activities, resources or level of support;	Ongoing	Class teachers/ SENCO	Children with identified SEND are making good progress in relation to their starting point.
		A programme of CPD delivered to ensure staff are confident with this.	CPD- termly staff meeting delivered by SENCO		

Medium term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	To review attainment of all SEN pupils.	SENCO/ Pupil progress meetings  Scrutiny of assessment system  Regular liaison with parents	ongoing	HT/SENCO	Progress of pupils with SEND is accurately tracked so that their targets and support can be accurately matched to ongoing need
	To monitor attainment of	Policy and Able G&T list to be updated	ongoing	HT/SENCO	Pupils identified as G and T make proportionate progress



	Able, G & T pupils	Able G&T booster groups/activities planned over the course of the year.			and achieve at high level.
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>· Wheelchair access</li> <li>· Screen magnifier software for the visually impaired</li> <li>· Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>· Makaton/Elklan training for relevant staff</li> <li>· Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>· Creating positive images</li> </ul>			<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

		of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			
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Long term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	To evaluate and review the above short and long term targets annually  And report to Governors	Time is given to monitoring and evaluating progress against targets	ongoing	SENCO/HT	Report is made to relevant committee annually
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Curriculum policies to be reviewed on a rolling programme by subject co-ordinators	By the end of 3 year monitoring cycle	HT/ subject co-ordinators	All policies include reference to equal opportunities and any adjustments needed to ensure this is a reality

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils/ adults can take advantage of education and associated services.**

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium term	To ensure that all user groups are able to access the school	<p>Create access plans for individual disabled children as necessary.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings.</p> <ul style="list-style-type: none"> <li>· Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure these are met.</li> </ul>	Ongoing as needed	HT/SENCO	
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	Meet with parents, liaise with external agencies, identify training needs and establish individual protocols where needed.	Ongoing as needed	HT/SENCO	

	To ensure all parents have every opportunity to be involved.				

Long term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	Improve physical environment of the school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	ongoing	HT/ Caretaker/ Premises committee	Overtime, the school becomes more accessible to all user groups
	Improve access to school	Add a dedicated disabled parking bay to the new parking spaces which will be built as part of the new			

		housing development.			
		Consider building ramps and lifts to access upper floor buildings.			

**Aim 3: To improve the delivery of information to pupils and parents.**

Short term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	Improve communication delivery	Ensure communication is available in the form of newsletters, emails, website and notice board			

Medium term	Targets	Strategies	Timescale	Responsibilities	Success criteria

Long term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	Improve delivery of information to pupils and	Assess and establish form of	Ongoing as needed	HT	

	parents	communication required			