



Accessibility Plan

| | | |
|-----------------------------------|----------|------|
| Policy reviewed: | January | 2019 |
| Adopted by Governing Body: | January | 2019 |
| Policy to be reviewed: | December | 2022 |

| | |
|-------------------------------|---------------|
| Chair of Governors: | Mr A. Clarke |
| Executive Headteacher: | Mr A. Gromski |

'Whatever you do, work at it with all your heart.' Colossians 3:23

1. INTRODUCTION

Hindlip and Tibberton schools are an inclusive community that focuses on the wellbeing and progress of every student and where members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'. The Federation will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are small schools each with its own physical constraints. Hindlip is a very small Victorian building with no room for expansion. Tibberton is a small school with each class on a different level. Both schools have major challenges for wheelchair users.

The Schools' Aims:

- to embrace a partnership between the school and home
- for each pupil the opportunity to grow in knowledge fostered through Christian values and guidance.
- for every pupil to have the right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability

- for every child to be helped to appreciate that they are members of the wider community in its richness and diversity
- to provide a curriculum and setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

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

- **The Equality Act 2010**
- **The SEN Code of Practice 2014**
- **The Disability Discrimination Act 2010**

Curriculum

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|---------------------------------------------------------------------------------------------|
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access | On-going and as required | SENCO | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs Staff access appropriate CPD | As required | SENCO | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies | As required | SENCO | All staff aware of individuals needs |
| Use ICT software to support learning | Make sure software installed where needed | As required | ICT | Wider use of SEN resources in classrooms |
| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible | As required | HT/EVC | All pupils in school able to access all educational visits and take |

Ensure each new venue is vetted for appropriateness

part in a range of activities

Review PE curriculum to ensure PE accessible to all

Gather information on accessible PE and disability sports. Promote disabled sports people in school

As required

PE co-ordinator

All to have access to PE and be able to excel

Environment

| Target | Strategies | Time Scale | Responsibility | Success Criteria |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors | <p>To create access plans for individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p> | <p>As required</p> <p>Induction and on-going if required</p> | <p>SENCO</p> <p>Headteacher</p> | <p>IEPs for pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment.</p> |
| Ensure access to reception area and hall to all | Develop system to allow entry for wheel chair users | Ongoing | Headteacher | Disabled parents/carers/visitors feel welcome |

Information

| Target | Strategies | Time Scale | Responsibility | Success Criteria |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Review information to parents/carers to ensure it is accessible. | Provide website information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms | During induction On-going Current | School Office | All parents receive information in a form that they can access All parents understand what are the headlines of the school information |
| Improve the delivery of written information | Provide suitably enlarged, clear print for anyone with a visual impairment | As required | Office | Excellent communication |