



COLD HARBOUR
C of E Primary School

Growing, Learning, Achieving Together

Accessibility Plan 2017-2020

	Date	Signature
Discussed at Staff meeting	27.09.18	
Discussed at FPP	24.01.19	
FGB:		

Responsibility of Finance, Personnel and Policy Committee

Next Review Date: January 2020 _____

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)

TRUST
HONESTY
THANKFULNESS
RESPECT
TALK
TO MY
GOD
FAITH

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Cold Harbour is an inclusive school. This plan intends to show how we intend to improve the accessibility of the school for; children with disabilities, staff, parents/carers and visitors.

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 special educational needs and disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with special educational needs and disabilities to take better advantage of education, benefits, facilities and services provided. Consideration is also given to staff, parents and visitors in accessing the premises.
- Improve the availability of accessible information to pupils with special educational needs and disabilities, parents, staff and visitors.

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.

Where children are identified as having Special Educational Needs or disability (SEND), the school is committed to ensuring that all the children, regardless of their specific needs, make the best possible progress in school through special educational provision.

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.

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 governors and staff.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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.

3 Action plan

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

3.1 Curriculum

At Cold Harbour C of E School we aim to offer all children access to a full, broad and balanced curriculum that offers the appropriate level of challenge. All children should also be given the opportunity to access and experience a full range of extra-curricular activities that further enhance their learning and understanding.

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Date Completed
E.g. Review PE curriculum to ensure PE is accessible to all pupils	Consider children's needs, assess against planned lessons and amend sessions as required.	PE Lead	(Ongoing? Regular date? Should be every year but also as Children join the school during the term)	All children are able to fully participate in PE.	

3.2 Physical Environment

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Date Completed
Example: Establish and annual audit of accessibility of buildings and facilities with respect of specific pupils, parents and visitors access requirements.	<ul style="list-style-type: none">• Develop the audit tool• Schedule the audit• Follow up on actions required.				

3.3 Information

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Date Completed
Ensure that parents are aware they can ask for information to be provided in a more accessible format e.g. translation of website and documents, large print.	Advise parents of accessibility options during school visits and induction sessions.				

4 Monitoring arrangements

The action plan will be reviewed each term by the (head teacher) to ensure actions have been completed.
(Who will review it, in what forum)

New actions will be added as school population changes and new needs are identified.

Governors will review the document every 3 years.

It will be approved by [the governing board/committee name/governor name/the headteacher].

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
- Equal Opportunities Policies 2016
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Single Equality Policy 2016
- Teaching and Learning Policy

6 Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

7	Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
	Number of storeys				
	Corridor access				
	Lifts				
	Parking bays				
	Entrances				
	Ramps				
	Toilets				
	Reception area				

Internal signage				
Emergency escape routes				