

# Accessibility Plan

2021-2024

## St. Hild's Church of England School Hartlepool



**Approved by:** St Hild's Monitoring Committee

**Date:**

**Last reviewed on:** July 2018

**Next review due by:**

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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 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

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.

St Hild's Church of England School is part of NEAT Academy Trust. As a school we aim to serve our community by providing high quality education in a Christian context. We are a comprehensive school guaranteeing equal opportunities, a responsive curriculum and a supportive community. We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

At St. Hild's Church of England School, we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- Ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and disabilities and that target setting is effective and appropriate for these pupils. Make available the written material usually provided to all pupils, in an appropriately presented form where necessary, for pupils with SEN and disabilities, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of pupils with disabilities currently on roll and prospective pupils.
- To establish a culture of mutual trust and respect between all members of the St. Hild's Church of England School community.
- To build a community that respects the celebration of achievement at all levels.

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.

We support the principles and aims of the LA's Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet the country's targets for improving access to schools and colleges.

This Plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review, which will improve access to the curriculum for pupils with special needs and disabilities. This Plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

The trust's Complaints Policy and 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.

Consultation with stakeholders is an ongoing process involving both formal and informal procedures.

## **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.

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.

| Aim   | Current Good Practice (include established practice and practice under development)  | Actions to be taken   | Lead                          | Date                  | Success Criteria  |
|---|--|---|-------------------------------|-----------------------|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p><i>Our school offers a differentiated curriculum for all pupils</i></p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Information regarding any disability or health condition is sought in our early</p> | <p>Regular review of curriculum offer ensuring any updates to Ofsted frameworks are adhered to.</p> <p>Data for all pupils regularly tracked at data monitoring points.</p> | <p>Senior Leadership Team</p> | <p>September 2022</p> | <p>Broad and balanced curriculum offer caters for the needs of all groups including pupils with a disability.</p> <p>Data provides accurate monitoring of pupil progress.</p> |

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|   | <p>communications with new parents and carers. For parents and carers of pupils already at the school we collect information on medical needs as part of our regular data updates.</p> <p>Pastoral meetings where individual cases are discussed and bespoke arrangements/plans are made for those at risk of severe mental health issues/SEMH needs. Such arrangements include modified timetables, mentoring, ELSA and Alliance counselling. Advice is sought from mental health professionals so pupils can access the curriculum effectively when required.</p> |  | <p>Year Leaders</p> <p>SENDCo</p> <p>Designated Safeguarding Lead</p> <p>Deputy Headteacher</p> |  |   |
| Improve and maintain access to the physical | The environment is adapted to the need of pupils as required.   | Audit of current resources taking into account the | SENDCo  |  | Environment is accessible, modern, up to date and meets all |

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| environment.   | <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>  | <p>specific needs of incoming pupils.</p> <p>Accessibility Audit to be undertaken during Spring Term 2022</p> <p>All Health Care Plans shared with staff</p> <p>Children with Plaster Casts Parental Assessment Forms completed in a timely manner</p> | <p>SEND Administrator</p> <p>Year Leaders</p> | Easter 2022  | legislative standards.                                      |
| Improve the delivery of information to pupils/parents/carers with a disability | <p>The school uses a range of communication methods to ensure information is accessible this includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Aids for hearing impairment e.g.</li> </ul> | <p>Review literature and communication to ensure information is accessible to all.</p>   | <p>SENDCo Admin Team</p>                      | <p>Summer term in preparation for the new academic year.</p> | <p>Communication channels are effective and accessible.</p> |

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|  | <p>Roger pens</p> <ul style="list-style-type: none"> <li>• Resources such as overlays</li> <li>• Online platform to communicate information to parents/carers.</li> </ul> <p>Modifications made to exam papers and test materials where permissible for visually impaired pupils who meet access standards.</p> |  | <p>Exams Officer<br/>Exams Assessor</p> |  |  |
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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.

The Accessibility Plan will be approved by the St. Hild's Monitoring 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, Diversity and Inclusion Policy
- Special educational needs (SEN) information report and SEND Policy
- Supporting pupils with medical conditions policy