

# Accessibility Plan

## Hever CE Primary School



Approved by:

Headteacher: Mrs H Bligh

Co-Chair Governors: Ms B Harris

Date: September 2023

Next review date: September 2026

## 1. Introduction

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. Under the Equality Act 2010, schools are required to have an accessibility plan. The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities and fully participate in the school community.

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

At Hever CEP School, we offer a welcoming and inclusive learning environment where wellbeing and high standards of academic achievement go hand in hand. We value and celebrate diversity and are committed to enabling every child to **build the confidence and resilience to flourish**. Each child is supported to develop academically, socially, morally and spiritually, to create happy and well-rounded individuals.

We aim to provide an ambitious and vibrant curriculum for all learners, that builds a strong foundation and fosters a love of learning, within a safe and stimulating environment. Every child's contribution is valued and from the very beginning, we encourage independence and resilience so children have the confidence to recognise mistakes as an integral part of learning.

Our vision, centred on the story of Jesus Walks on the Water (Matthew 14: 22-33), sets high expectations for our whole school community to challenge and support each other to:

- have the **COURAGE** to try and the determination to **PERSEVERE**
- build **TRUST** by being honest and thoughtful
- show **COMPASSION** through acts of kindness and forgiveness
- demonstrate our value of **BELONGING** treating everyone with respect and courtesy

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's 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 pupils, parents, 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 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. Accessibility Action Plan** – see below

#### **4. Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team and approved by the Governing Body.

#### **5. Links with other Policies**

This Accessibility Plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report/SEND policy
- Supporting pupils with medical conditions policy
- Children with health needs who cannot attend school policy
- Risk assessment policy
- Health and safety policy

## Hever CEP School Accessibility Action Plan

### Increasing access for pupils with disabilities to the school curriculum.

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Current good practice	Objectives and Actions	Time scale	Led by	Cost/resources needed	Monitoring/evidence of completion (will be reviewed at year end)
Staff understand the requirements and their responsibilities under the Equality Act 2010. Teachers understand their responsibilities under the Code of Practice and use the Mainstream Core Standards.	Annual refresher of Equality Duties and SEND responsibilities at the start of the academic year.	Start of T1 annually	SENCO	1 PDM	
Pupils with SEND learn alongside their peers in the classroom; there is an ambition to secure high expectations for all pupils including those with SEND; the curriculum is not narrowed for disadvantaged pupils including those with SEND.	Ensure vision and values reflect whole school commitment to equality and valuing and celebrating diversity.	From T1 2023-4	HT and SIAMS Lead	Initially 1 PDM	
Provision is generally well matched to their individual needs. There is evidence of effective adaptations in place to learning; there is still some work to be done to ensure this is in place consistently across all year groups and all subjects	An effectively planned and supported transition for YR including visits to pre-schools and home visits to ensure effective information sharing to enable appropriate provision is in place where needed	Started in T6 and T1 then annually	Reception teacher	2 days cover for pre-school visits	
	SENCO & two TAs to access Building Reading Stamina (BRS) training to improve the provision for children reading below ARE in KS2, to support access to wider curriculum	Term 1 2023-4	HT	£570 training + release time	
	Two TAs to access Sensory Circuits training (to support pupils' readiness to engage with learning)	T2	SENCO	£60 training \= release time	
	Subject Leaders (SL) to attend Mainstream Core Standards for Middle Leaders (TEP)	T3-4 2023-4	Subject Leaders	3 twilights (PDMs)	
	Subject Leaders to develop subject specific guidance for meeting needs of learnings with SEND in specific curriculum areas.		SL supported by SENCO	1 PDM	

Adults provide resources tailored to the needs of pupils who require support to access the curriculum in some lessons.	All teachers and TAs to access Colourful Semantics training to provide a consistent approach to scaffolding writing	Term 3	HB	£400 training + release time	
	Provide training around using the EEF Making the Best Use of Teaching Assistants to maximise impact of additional adults	Term 5-6	HT/SENCO	PDM/TA release time	
3-day non-teaching SENCO who is highly organised and has a strong knowledge of pupils in the school who have additional needs and robust systems in place to support these children	Increase frequency of monitoring (including planning and teaching) to ensure that implementation matches the intent of Provision Plans/Personalised Plans	From Term 1	SENCO	SENCO time	
	Ensure regular and timely Pupil Progress Meetings to monitor progress of all pupils, including those with SEND	Termly	HT and SENCO	Release time for teachers	
	Allocate time effectively to maximise impact including time for referrals, securing funding, liaising with parents/carers and with other professionals in health and education		SENCO	SENCO time	
All pupils with SEND are fully included in the wider curriculum, including trips, clubs etc. with additional support (including individual risk assessments) in place as appropriate.	Trips to adhere to accessibility guidelines and risk assessments (including dynamic risk assessments during trips) to ensure equal access for all. Anticipatory action to mitigate potential problems e.g. taking ear defenders for children with sensory needs	At early planning stage of activities	KS leaders/ Subject Leaders	SL release time	
Some curriculum resources include examples of people with disabilities	Planning and resourcing to include positive views of people with disabilities. Attention drawn to successful people with a variety of difficulties as positive role models e.g. in worship, topic work.	When planning/ purchasing resources	All staff	Subject budgets	
Attendance is tracked for vulnerable groups and action taken to challenge and support low attendance.	Identify barriers to attendance and work to address these – including working with parents/carers, attendance officer, Kent Emotional Wellbeing Team	Monitor termly	HT and Attendance Officer	Admin time	

### Improving access to the physical environment of the school

*This includes improvements to the physical environment of the school and physical aids to access education.*

Current good practice	Objectives and Actions	Time scale	Led by	Cost/resources needed	Monitoring/evidence of completion
Provision of a mostly accessible site, almost completely on one level (with only one small learning space with steps). Spacious	As class sizes increase, there is a need to start to consider planning for provision of additional classroom as one classroom in	2024-2026	HT/SBM	TBA	5

classrooms and wide, well-lit corridors. Clear, high expectations of quality of learning environments.	original building is relatively small, although still accessible, and does not have direct access to toilets.				
Access to less busy environments during some unstructured times e.g. lunchtime wellbeing club, gardening club	There is a long-term plan to redevelop the currently unusable sensory garden as a wellbeing garden to provide a calm outdoor space, away from the busyness of the playground. The PTA are applying for grants to facilitate this.	2024-2026	HT/SBM	TBA	

### Improving the delivery of written information to pupils with disabilities

*This will include planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

Current good practice	Objectives and Actions	Time scale	Led by	Cost/resources needed	Monitoring/evidence of completion
Use of visuals to support all learners, including those with SEND, for example all classes to have visual timetables, teachers/TAs to have visual prompts on lanyards	Two TAs to access Social Stories training to support understanding of children who struggle with everyday social situations by providing these in a consistently structured, accessible written format	T1 2023-24	SENCO	£80 training + release time	
	Develop use of Working Walls and visualisers in all classes to support access of written information supporting learning.	From T1 2023-24	HT	Grant accessed for visualisers	
	Provide word banks and other written information using symbols e.g. Widgets/Communicate in Print to support children across the curriculum	From T1 2023-24	SENCO	CiP license	
	Provide Makaton training and begin to use this, initially in Reception and KS1 to support children's understanding of instructions.	Term 1-2 2024-25	HT	Release time	