

Harper Bell Seventh-day Adventist School Primary School



Accessibility plan

2022-2025

Reviewed by:	Ruth Irish	Date:
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1. Aims

At Harper Bell Seventh-day Adventist School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This takes into account their individual strengths and needs and should allow each child to fulfil their potential. 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.

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

Harper Bell Seventh-day Adventist School is a school which prides itself in being an inclusive school. We are committed to support children with Special Educational Needs and Disabilities where needs can be reasonably met within a main stream setting. This plan shows how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

TARGETS	STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	Curriculum Lead	Ongoing	All pupils have access to the curriculum and are able to excel, for example via support from an adult.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Creating access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process 	SLT Caretaker	On-going	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	SLT	As required	Information around the school is accessible to all pupils.

TARGETS	STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible	SLT Education Coordinator	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	PE Lead	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school o Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place – including leaving school via the playground gates instead of the main front door which has steps in front	SLT	On-going	Disabled children feel able to participate equally in out of school activities.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum policy
- Staff Development policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan