Andover CE Primary School

Learning and growing together for every child to achieve.

Accessibility Plan

Status:	Current	Approval Level:	Headteacher
Review Frequency:	Every 3 Years	Author/ Role:	Headteacher and SENDCo
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Source:	School	Any Changes:	No

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1. Aims

At Andover CE Primary School we aim to ensure our school is academically, socially and culturally inclusive. We are a welcoming and inclusive school at the heart of a diverse community. We celebrate the unique strengths, backgrounds and experiences that every child brings, recognising that diversity enriches our school and helps our pupils develop understanding, respect and compassion for others. Guided by our Christian values, we strive to ensure that every member of our community feels valued, supported and able to flourish.

We are committed to providing a safe, nurturing and ambitious learning environment where all children can achieve their full potential. Our Grade II listed building can pose challenges to physical accessibility. The school work closely with the physical disability team and property services, with a commitment to make our site safe and as accessible as possible within the confines of the listed status. We often work with individuals on a case-by-case basis to improve accessibility to our site.

Our curriculum reflects and respects the diverse world in which we live, helping pupils to develop confidence in their own identity while learning to appreciate and celebrate the differences and similarities they share with others. We work closely with families and external agencies to remove barriers to learning and ensure that every child has access to the support they need.

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 disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The SEND Code of Practice (2014), the Children and Families Act (2014) and the Special Educational Needs and Disability Regulations (2014) require educational establishments to:

- make reasonable adjustments for pupils, staff and visitors with a disability, so that they are not at a substantial disadvantage (this must be done within a reasonable time)
- plan to increase access to education for disabled pupils

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

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 or cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

Accessibility Priority	Actions to be taken	Timescale	Success Criteria
To implement a 'Total Communication Approach' across the school environment and within learning, to ensure accessibility of information. *To strengthen visual communication across in the environment and within lessons to support access to language and information for learners.*	An audit of the environment and of lessons will be undertaken to identify areas or practice for development. Professional development undertaken by key staff on a Total Communication Approach. Investment in visual communication software. Professional development and training as appropriate. Learning resources and tasks to be updated to reflect a visual communication approach. Classroom (and shared) environments to reflect a visual communication approach. Resources and visuals to be established to support access to information for all learners.	Reviewed alongside the communication approach action plan. Reviewed annually alongside the inclusion governor.	➢ Children with communication differences will better understand key information presented around the school environment. ➢ Children and families for whom English is an additional language will find communication of key information or learning clearer to understand. ➢ Children will more confidently respond to the Total Communication Approach as it is fully embedded into school practice. ➢ Staff develop further confidence in responding to a range of SEND needs and presentations.
To improve access to physical education and the outdoor environment for all pupils, with a specific focus on those with physical disabilities or impairments. *To ensure the outdoor environment is accessible and purposeful for all pupils, with particular focus on those with physical disabilities or impairments.*	Continue work with Hampshire PE Education to develop curriculum plans which are appropriately differentiated to meet the needs of an evolving cohort of children. Create bespoke planning and risk assessments on a case-by-case basis for children with physical disabilities or impairments. Invest in a range of physical education equipment and resources which benefit all pupils to engage positively with the outdoor environment and physical curriculum. Continue investment in the outdoor areas of the school, including play spaces and outdoor learning spaces. External specialists and professionals to provide advice on accessibility during the development of these spaces. Gather views from pupils, parents/carers, staff and other members of the school community on the use of outdoor spaces, physical education and school events such as Sports Days.	Reviewed annually alongside the inclusion governor.	➢ All children, including those with physical disabilities or impairments, will enjoy outdoor spaces for physical learning and play. Access to these spaces will be improved for all children. ➢ Outdoor play and learning spaces will be enriched and provide irresistible outdoor learning opportunities for all pupils. ➢ Information gained from pupil/parent/staff views will help to inform future planning for the outdoor environment and the physical curriculum at Andover CE. ➢ Children in all year groups will make better gains in their physical education. Children will develop strong gross and fine motor skills through a positive engagement with the environment, resources and learning on offer.

To improve access to information shared by the school to parents/carers and the wider community. *To share information through alternative formats or languages, to improve accessibility to information for all members of the school community.*	Investment in a new school website which ensure clear sharing of key information. This will include the adoption of a "translation" feature which enables the website to be translated into different languages. Key policies and documents to be translated and shared with parents and carers. Gather the views of parents/carers and members of the wider school community on the presentation and supply of information from the school. Review strategies and practice accordingly. Ensure that access information for EAL families is visible and accessible in the office, so that information or translation support can be requested as necessarily. Inclusion leader to attend EMTAS SEAL Course to establish strong practice for EAL communication. Inclusion leader to continue work with the Hearing and Visual impairment teams and the STAS communication interaction team, to strengthen the accessibility to information for parents and carers.	Reviewed annually alongside the inclusion governor.	➢ All families will have equal access to information, policies and key documents. Members of the school community will understand that they are able to request information in various formats and languages to support their understanding of communications. ➢ Professional working relationships with external agencies such as EMTAS and STAS will be strengthened through continued focus and prioritisation of community communication. ➢ The school website will prove to be an accessible hub of information which can easily be translated for ease of access.

4. Monitoring arrangements

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

This document will be reviewed by the headteacher and senior leaders.

This document will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality policy
- SEND information report
- SEND policy
- Administering medicines policy
- English as an Additional Language policy

If you would like a printed, hard copy of this plan, please speak with our admin team.

Contact Email: adminoffice@andover-pri.hants.sch.uk

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