

**HUGH SEXEY
CHURCH OF ENGLAND MIDDLE SCHOOL**



ACCESSIBILITY PLAN POLICY

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

Vision

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated and all are empowered to achieve their full potential. Living out our core Christian values, we aim to provide a happy, fair and safe environment, to enable our children to be reflective, confident and open-minded global citizens of the future.



Date	Author	Review Date
2023	MD – AHT	Jan 2025

This policy is on our website www.hughSexey.com

Vision and Values

Hugh Sexey Church of England Middle School has high ambitions for all its pupils, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life. The school strives to ensure equal opportunities amongst all staff and pupils and is driven by our shared commitment to inclusion.

In terms of access, Hugh Sexey Church of England Middle School aims to:

- Improve the achievement of pupils and children
- Improve the quality of teaching and learning (including behaviour and safety of pupils and children)
- Improve the quality of leadership and management

Accessibility Strategy

This statement sets out the ways in which Hugh Sexey Church of England Middle School provides access to education for pupils with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)
- In the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months

Hugh Sexey Church of England Middle School's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

- Accessibility is addressed under the following headings:
- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Pupils and Parents
- Admissions

The Governors of Hugh Sexey Church of England Middle School supports the Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014)). The Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The Trust will review access to the physical environment of all of its academies for pupils with disabilities.

Evacuation Procedures

We will adapt our evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the pupil and parents/carers and will be in the pupil's Special Educational Needs (SEN) file. Pupils who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for pupils with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Pupils, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

Our Information Communication Technology (ICT) network can provide access to pupils in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support pupils with dyslexia and/or reading difficulties.

In constructing the school's timetable, Leaders will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The school will assess a pupil's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.

Pupils here have always been able to participate fully in the wide range of extracurricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Pupils

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND Policy). Large print format materials can be made available.

If either pupil or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- School Admissions Policy
- Local Authority Common Admission Framework
- Local Authority Formal Consultation documentation for pupils with an EHCP
- SEND Policy
- Equality and Diversity Policy

All other policies will acknowledge the requirements of the policy.

Improving Physical Access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>Access</p> <p>To be aware of the access needs of all pupils/children, staff, governors and parents/carers</p> <p>Ensure all staff & governors and other volunteers / visitors to the school are aware of access issues</p>	<p>Gather data around access needs at the point of transition process from year 6 or, at the very least, when a child begins at the school</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the school.</p> <p>Include the accessibility plan as part of induction</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	<p>Headteacher</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
<p>Ensure everyone has access</p>	<p>Ensure that nothing is preventing access for all</p>	<p>Daily check to ensure the entrance area is clear of obstructions</p>	<p>Reception staff</p>	<p>All visitors feel welcome.</p>
<p>Maintain safe access for all</p>	<p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks – 3 monthly</p>	<p>Site Manager</p>	<p>Everyone feels safe and can gain access safely into the school grounds</p>
<p>Exits: Ensure all disabled or impaired people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p>	<p>As required</p>	<p>SENCO</p>	<p>All pupils and staff working with them are safe</p>

Ensure that the school passes its Fire Safety Audit including training for staff is up to date, equipment checks are regular and defective equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	Operations Manager	All personnel and pupils have safe independent exits from school
Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010)	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As works are undertaken	Operations Manager	That the building is fully accessible and easily travelled by all staff, pupils, parents/carers, visitors

Improve access to Information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Assistant Headteacher	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, pupil-post. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone/meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	Headteacher	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEN/D Reviews is accessible to all parties	Provide a choice of formats for pupil's parents/carers to provide views on Reviews	Ongoing	SENCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.

Improve access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Curriculum adjustments ensure fair access for all.	<p>Consider the needs of all pupils in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc.</p> <ul style="list-style-type: none"> - With consideration for those children with general and specific learning difficulties <p>Ensure all staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs</p> <p>Ensure risk assessments and Individual Health Care Plans are in place for pupils</p>	As required in response to pupil need	All staff	All pupils access fully the curriculum provided through quality first teaching Structured conversations as appropriate with parents/carers
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required in response to pupil need	SENCO	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops (where available) and support the use of prescribed devices, such as the Rodger Pen. TA support as required.	As required in response to pupil need	SENCO	Progress confirmed by observations and formal assessment

Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to pupil need	SENCO	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in school.	TA support as required	SENCO	Children are able to access all activities.

	Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio			
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required.	SENCO	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods, and the environment support children with ASD	Layout of classroom, classroom strategies, ensuring the pupil is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), using clear unambiguous language (e.g., avoid using sarcasm or using idioms, using clear, concise instructions	As required in response to pupil need	SENCO	Progress confirmed by observations and formal assessment

Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Individual Health Care Plan to be followed. Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE	SENCO	Children able to access the activities.
Necessary provision is in place to allow all pupils to access extra-curricular opportunities	Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for pupil/s visits and any residential where appropriate	As required in response to pupil need	Headteacher	All pupils access fully the curriculum provided
To improve literacy and numeracy levels of pupils achieving below age expectations	Identify pupils who require additional support through RAGs. Provide appropriate interventions.	Weekly	Headteacher	Enhanced pupil progress shown in Praising Stars
Ensure all pupils can access public examinations and statutory assessments	Approved access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc. Ensuring that there is evidence of the pupil's normal way of working in the classroom that comply with JCQ regulations.	For all exam/ assessment series	Headteacher	All pupils that have approved access arrangements can fully access all exams and statutory assessments

To ensure new physical learning space is accessible to all.	Installations of new physical classrooms will comply with relevant disability regulations	As required	Operations Manager	Appropriately installed, accessible and well-lit learning spaces.
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