



**ST. HILD'S
CHURCH OF ENGLAND SCHOOL**

Accessibility Plan

At St. Hild's Church of England School we aim to provide all of our pupils with a world class education in a Christian context. 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)"

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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.

At St. Hild's Church of England 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 SEND 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, to SEND & disabled pupils, 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 a range of disabled pupils 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.

St. Hild's Church of England School's Governing Body supports 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.

Our school's complaints 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.

We have included a range of stakeholders in the development of this accessibility plan, including:

- SENDCo - St. Hild's Church of England School
- Assistant Head Teacher - Safeguarding, St. Hild's Church of England School
- Head Teacher - St. Hild's Church of England School
- School Governor - SEND, St. Hild's Church of England School
- School Governors – Health and Safety, St. Hild's Church of England 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Curriculum meets the needs of all pupils	Curriculum review	PWy/LAr/LDa	July 2018	Curriculum is modern, up to date and accessible for all pupils
	We use resources tailored to the needs of pupils who require support to access the curriculum	Schemes of Work make reference to specific resources	Schemes of Work review	Subject Leaders/LAr/LDa	July 2018	Schemes of Work are up to date and include resources for the needs of all pupils
	Curriculum resources include examples of people with disabilities	Schemes of Work make reference to examples of specific resources	Schemes of Work review	Subject Leaders/LAr/LDa	July 2018	Schemes of Work are up to date and include examples of specific resources for the needs of all pupils
	Curriculum progress is tracked for all pupils, including those with a disability	Data for all pupils is regularly tracked at data monitoring points	Data is robustly checked to ensure accuracy	Subject Leaders/LAr/LDa	May 2018	Data provides accurate monitoring points for pupil progress
	Targets are set effectively and are appropriate for pupils with additional needs	Minimum Expected Grades and Aspirational Targets match individual pupils progress	Data is robustly checked to ensure accuracy	Subject Leaders/LAr/LDa	May 2018	Data provides accurate predictions for pupil progress

	The curriculum is reviewed to ensure it meets the needs of all pupils	Curriculum meets the needs of all pupils	Curriculum review	PWy/LAr/LDa	July 2018	Curriculum is modern, up to date and accessible for all pupils
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Environment is accessible for all pupils and public groups of users	Accessibility audit to be undertaken during the summer term 2018	LAr/School Governors	May 2018	Environment is accessible, modern, up to date and meets all legislative standards
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	Environment communication is accessible for all pupils and public groups of users	Accessibility audit to be undertaken during the summer term 2018	LAr/School Governors	May 2018	Environment is accessible, modern, up to date and meets all legislative standards

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 governing body of St. Hild’s Church of England School.

5. Links with other policies

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

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- 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

Signed.....Headteacher	Next Review Date: April 21
Signed.....Chair of Governors	

Revision Date	Version	Status (Review on a 3 year basis)	Legislation/Reference Material
June 18	52.2	Approved@Full Governors 02.07.18	

Appendix 1: Accessibility audit

An Accessibility audit of St. Hild's Church of England School will take place during the summer term 2018, undertaken by the SENDCo and Governors with responsibility for Health and Safety. The Accessibility audit will be reviewed by the Head Teacher and Assistant Head Teacher - Safeguarding.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				