

Hurstbourne Tarrant Church of England Primary School

‘Love of Learning, Love of Life, Love of Christ!’

Accessibility Policy and Plan



Our School Christian Values = REACH

R=espect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: May 2024
Chair of Governors Signature:	Date: May 2024
Date for renewal: May 2027	

Our School's Christian Vision

Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we're saying.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and Exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will regard the DRC Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts.

b) Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan – See Attached. (Appendix)

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Disability and Gender Equality Scheme

Possible Disability or Gender Equality issue	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
Achievement of pupils	Because of the size of our school, all pupils receive support to meet their needs regardless of disability or gender. Data shows no obvious inequality in achievement	Continue to use assessment for learning daily and provide additional support /intervention.	ongoing	Teachers and teaching assistant	Regular HT/teachers meetings to monitor progress and impact of support.
Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion regardless of disability or gender	Continue to offer sports to all pupils	ongoing	Teachers and teaching assistant Sports coaches	List of pupil participation
After school clubs	All pupils are given an equal opportunity to participate in after school clubs. We promote inclusion	Continue to offer after school clubs to all pupils	Ongoing	Teachers and Teaching assistants After school club organisers	HT HT/teachers

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Our School is committed to being a place recognised for its forward thinking approach to education, where children receive a well rounded education and make at least expected progress.

- A place where each member of our school community feels valued and cared for, with each person's individual strengths recognised.
 - A place where core Christian values are recognised and developed in those of the faith, and those who are open to the faith.

We are committed to ensuring our school to be a place where people work and play alongside each other happily and harmoniously.

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Disability and Gender Equality Scheme

	regardless of disability or gender.				
Staffing Recruitment -	All positions advertised are open to all suitably qualified people. Applications are judged strictly on merits, regardless of disability or gender. Points are given to each candidate based on how their application meets the relevant school criteria.	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors/HT	Governors/HT
Staffing- pay	All employees are paid in line with nationally agreed pay scales.	To ensure all staff are paid at the correct scale.	ongoing	Finance Services (HCC) (bought in service through SLA) HT/finance officer Resources Committee (GB)	Finance Services (HCC) (bought in service through SLA) HT/finance officer Resources Committee (GB) Audit (SFVS)

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Use of supply Teachers	We use supply teachers who are known to staff, pupils and parents for consistency. We use supply teachers who are both male and female depending on availability. Any preferred choice is based on relationships with pupils, ability to follow school discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.	ongoing	HT/teachers	Regular HT/teachers to monitor progress and impact of support.
Students including work experience	Placements are encouraged from all students regardless of disability or gender	To ensure all students receive appropriate training and that trainee teachers promote continuity and progression in children's learning	As and when students are in school.	HT/student mentor	Regular HT/teachers meetings to monitor progress and impact of support. Mentor meetings with students

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Outside agencies	Nurses/ Educational psychologists/support workers etc.– support staff are welcome in our school.	To ensure all pupils have access to appropriate support.	As and when required.	HT/SENCo/teachers	Regular HT/SENCo meetings to monitor progress and impact of support.
Governors	Positions are open to all. If we are in the fortunate position of having too many governors than places – the needs of the school will be paramount.	To ensure the school is well governed.	As and when vacancies occur.	Chair of governors/HT/ governor services(bought in)	Annual review of governing body
Policies	To ensure all policies are being reviewed on a cycle	To ensure all policies are considered and meet any statutory duty and government guidance. To prepare a written timetable to review policies on a	Ongoing+ whenever new policy written	HT Teachers Governors	Governors policy reviews.

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		rolling programme.			
School Improvement Plan	No specific section referring to disability or gender objectives	To ensure when the plan is re-written reference is made – explicitly - in each section to the Disability and Gender Objectives- if necessary.	Autumn 2025	HT Teachers Governors	Governors meetings – update and review School Improvement plan
School Self Evaluation	No specific section referring to disability or gender objectives	To ensure when the plan is re-written reference is made – explicitly - in each section – if appropriate.	Ongoing	HT Teachers governors	Annual School LLPR meetings
Contact with parents	Letters and texts / phone calls are addressed/sent to both parents. Separated parents receive individual letters/texts/phone calls. Invitations to events	To continue to involve both parents in pupil's education.	Ongoing	AO HT Teachers	Copies of letters in file. Copy of text sent on server.

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Disability and Gender Equality Scheme

	are addressed/sent to both parents. Separated parents receive individual letters/texts/phone calls. Newsletters are emailed to all parents. As far as school is aware no alterations are needed to accommodate parents.				
Uniform	Girls have option to wear trousers. The uniform will be adapted to meet the needs of any child.	To be aware of needs of pupils.	Ongoing	HT	Governors Summer meeting
Procurement	Services are requested without reference to disability or gender.	To continue to ensure all services are requested based on the needs of the school.	ongoing	All staff	Copy of orders, Request details.

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Disability and Gender Equality Scheme

To meet the statutory duty schools will need to prepare and publish a Disability and Gender Equality Scheme. This is the Hurstbourne Tarrant Primary School scheme, which will be reviewed at regular intervals but at least every three years.

A report on the Disability Equality Scheme will be discussed annually as part of the Governing Body meetings.

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