

*'Trusting in God, together we live, learn and grow.'*

## Haresfield C of E Primary School Accessibility Policy



### School Vision

At Haresfield Church of England Primary School we want everyone to know that they are unique, special and worthy in the sight of God and to "Aim High". To be the very best that they can be.

We strive to achieve this through our Christian values rooted curriculum. By working together to learn what God wants for each of us, we offer an ambitious, creative curriculum in which we help each child to flourish and grow. We endeavour to provide the children in our care with a passion for learning and to appreciate the wonder of our world. When they leave our school our aim is to ensure they have the key skills ready to cope with life at whatever level they are. The school is supported by an effective partnership with parents and the community.

### Introduction

The SEN and Disability Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which people with disabilities are equal participants in the life of the school;
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. 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.

### RATIONALE

Haresfield Primary School values the contribution that every child and young person can make, and welcomes diversity of culture, religion and intellectual style.

We seek to raise achievement remove barriers to learning and to increase physical and curricular access for all. All children valued respected and equal members of our school.

Haresfield Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

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This school will not tolerate harassment of disabled people with any form of impairment.

The school will support pupils who are carers of disabled parents.

The school is committed to the promotion of high standards of work, teaching, learning, attainment and behaviour.

Our equal opportunity policy and shared understanding of inclusion is fundamental to achieving this throughout the school. Achievement and success for all are enhanced by developing confidence and high self-esteem, without limitations imposed by stereotypes or low expectations. Knowledge of different cultures, lifestyles, beliefs and experiences helps to promote understanding and empathy towards communities and can diminish negative attitudes that lead to oppression and conflict.

The school's focus on developing a healthy body, brain and heart promotes equality and respect for all.

## **THE SCHOOLS STRATEGIC PRIORITIES**

The school is committed to removing barriers to learning and raising standards for all pupils in an inclusive environment. We aim to give all children as full access as possible to the curriculum and to enable them to participate fully in school life.

The school aims to continue to develop its provision by:

- having a commitment to ensure that all pupils are working in a good, comfortable and safe environment;
- giving disabled pupils access to ICT where writing is a barrier to communicating ideas;
- being proactive in ensuring physical access to the school and classrooms for pupils with mobility difficulties e.g. giving reasonable consideration to the rooms where accessibility is easier, keeping corridors and pathways across classrooms clear;
- providing clear signs, images and text in a large print format around the school;
- making all school documents available in large print format if requested and written information to be provided in a relevant form that meets the needs of parents/carers, if so requested and it is reasonable to do so;
- improving consistency of practice in the wider school community and support extended hours' provision with regard to equal access, and encourage all children to attend after school clubs;
- continuing to provide appropriate staff training to support better communication with pupils with SEND or disabilities;
- continuing to provide positive role models of people with disabilities;
- supporting children and parents with English as a second language, by continuing to seek support from members of the school community, bilingual assistants, translation services or other outside agencies, as appropriate and using multi-lingual and pictorial displays as necessary;
- having regular questionnaires and other forums to support the school to take into account the range of views from all users of the school, in removing barriers that disabled people may feel they have to overcome to take part fully in school life.

In addition, pupils and parents of children and young people with a disability are being consulted to ensure all needs and areas of concern have been picked up.

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As stated above, Haresfield Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- Haresfield Primary's Special Educational Needs & Disabilities (SEND) Local Offer
- Haresfield Primary's Safeguarding policy and arrangements
- Health & Safety Policy
- Staff related Policies, e.g. risk assessments, Return to Work
- Equality Policy
- Child Safeguarding Policy

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The environment is continually enhanced through the school's building maintenance and redecoration programme; and through consultation with the Local Authority 'Property Care/AMPS/ team.

### **AIMS**

Our aim is to create a happy and secure environment to provide a wide variety of challenging and stimulating experiences both in and out of school, so that all children can enjoy learning and achieve their full potential in a supportive environment that prepares them well for the future and to learn to be confident members of a wider international community.

Our strategies to do this include:-

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Planning out of school activities including all school trips and excursions so that pupils with disabilities can participate

### **OBJECTIVES**

#### **• To improve the physical environment.**

As stated in the SEN policy The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. These arrangements apply to **ALL** children and even in the event of being over-subscribed the school will not refuse admission to a child simply because we cannot cater for his or her special educational needs.

We will therefore continue to work in partnership with Gloucestershire Authority to improve physical access to areas of the school when improvements are being planned.

Careful consideration must be given at the time of any decision, not only to allow access but also emergency evacuation from the building.

#### **• To deliver the school curriculum effectively.**

All pupils have the entitlement to a broad, balanced and relevant curriculum. We will continue to increase the extent to which disabled pupils can participate in school curriculum activities through staff training and LA support when required.

We will endeavour to;

Provide suitable learning challenges, planned and focussed on individual needs

Meet pupils' diverse learning needs

Remove barriers to learning and assessment through planning and teaching.

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- **To improve the delivery of information.**

All necessary information normally provided in written format will be made available through alternative methods using the support of the LA where required.

This may be in the form of Braille, audio tapes, large print, sign language etc.

## **OTHER RELATED SCHOOL POLICIES**

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other documentation:

Equal opportunity policy

Behaviour policy

Admissions policy

School improvement plan

Policy for school trips

SEND policy

Exclusions

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*Head Teacher*

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