



Accessibility Plan

Policy reviewed: Spring 2022
Adopted by Governing Body: Spring 2022
Policy to be reviewed: Spring 2025

Chair of Governors: Mr A. Clarke
Executive Headteacher: Mr A. Gromski

'Whatever you do, work at it with all your heart.' Colossians 3:23

1. INTRODUCTION

Hindlip and Tibberton schools are an inclusive community that focuses on the wellbeing and progress of every student and where members of our community are of equal worth. This is reflected in our distinct Christian vision to serve our community with **Grace**. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'. The Federation will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are small schools each with its own physical constraints. Hindlip is a very small Victorian building with no room for expansion. Tibberton is a small school with each class on a different level. Both schools have major challenges for wheelchair users.

The Schools' Aims:

- to embrace a partnership between the school and home
- for each pupil the opportunity to grow in knowledge fostered through Christian values and guidance.
- for every pupil to have the right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability

- for every child to be helped to appreciate that they are members of the wider community in its richness and diversity
- to provide a curriculum and setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- **The Equality Act 2010**
- **The SEN Code of Practice 2014**
- **The Disability Discrimination Act 2010**

Curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted	As required	HT/EVC	All pupils in school able to access all educational visits and take

	for appropriateness			part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Promote disabled sports people in school	As required	PE co-ordinator	All to have access to PE and be able to excel

Environment

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate, where these are 'reasonable adjustments' with regard to the physical limitations of our school sites.</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and on-going if required</p>	<p>SENCO</p> <p>Headteacher</p>	<p>IEPs for pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Reasonable adjustments support fair access.</p> <p>Access issues do not influence recruitment.</p>
Ensure access to reception area and hall to all	Develop system to allow entry for wheel chair users	Ongoing	Headteacher	Disabled parents/carers/visitors feel welcome

Information

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide website information and letters in clear print in "simple" English	During induction On-going Current	School Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms			All parents understand what are the headlines of the school information
Improve the delivery of written information	Provide suitably enlarged, clear print for anyone with a visual impairment	As required	Office	Excellent communication