

Honington CEVCP School

Accessibility plan 2024-2027



Honington CEVCP School

Vision and Ethos:

Policy and Procedures Strategy

Our vision is underpinned by two key phrases:

‘Aspiration for All’ and **‘Live life in all its fullness’** (John 10:10)

At Honington CEVCP School we are committed to our ethos as a warm, welcoming, nurturing school where we recognise and develop the unique gifts and personal qualities of all.

We offer a Christian approach to learning which is underpinned by our motto, ‘Aspiration for All,’ and, from the Bible, ‘Live life in all its fullness.’ (John 10:10)

We aim to provide an excellent education for everyone, so that all pupils will flourish in childhood and on into adolescence and adulthood.

We aim to equip all members of our school community with the knowledge, skills, personal resilience, creativity, emotional intelligence and social skills that give them every opportunity to experience lifelong success and happiness.

We believe it is important that we devise and approve Policy and Procedure documents with these key aims at the forefront of our minds. Therefore, all such documents will be prefaced by this statement.

Approved by:	Lauren Moore / SLT / Governors	Date: February 2024
Last reviewed on:	February 2024	
Next review due by:	February 2027	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	5
5. Links with other policies.....	5

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, parents and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of 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.

Aims and objectives

Honington CEVC Primary School Accessibility Plan 2024-2027 Targets	Strategies	Outcome	Timeframe	notes
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs, especially new staff. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going, especially upon appointment of new staff.	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors and staff. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access where required (this may be pupil / need specific).	On-going.	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum appropriately.	On-going.	
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	

To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Term	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher with SLT.

It will be approved by Headteacher and SLT and shared with governors.

5. Links with other policies

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

- Risk assessments
- Health and safety procedures
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy