



ST HERBERT'S CE PRIMARY AND NURSERY SCHOOL

ACCESSIBILITY PLAN

2023 – 2026

| Approved by ¹ | |
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| Date: | 27/11/23 |
| Proposed review date ² : | |

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|----------------|--|------------------|
| 1 | Original | March 2012 |
| 2 | Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE | January 2013 |
| 3 | Reformatted only | February 2014 |
| 4 | Reformatted only | February 2015 |
| 5 | Reformatted only | May 2017 |
| 6 | Very minor updates AND 'Date Complete' added to all Action Plans (Appendices) | September 2018 |
| 7 | Reviewed – links checked | October 2019 |
| 9 | Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty | September 2023 |
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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In ST HERBERT'S C OF E PRIMARY AND NURSERY School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- 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.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to a pupil's diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

St Herbert's CE (VA) Primary and Nursery is a very special place to be. It was formed in 2005 through an amalgamation of an infant and a junior school. As a church school, we provide an education in accordance with the principles and practices of the Church of England. Worship, religious education and spiritual development are at the heart of every aspect of the work of St Herbert's.

The school is situated in the market town of Keswick, in Cumbria, which is in the heart of world class outdoor opportunities in the English Lake District. Keswick is known as the "Adventure Capital" of the UK. The site has extensive outdoor provision. During the past two years, a major area for development has been the use of the grounds for learning and all staff use the grounds regularly for Forest School learning, adventure and challenge.

The buildings are an amalgamation of the previous two single-storey schools and are generally in good order. Key Stage 1 classes are open plan and Key stage 2 classes are accommodated in separate classrooms. The school has an ICT suite and two halls. Additional facilities include a music room and a kitchen for use by children. School meals are cooked on site in our main kitchen by a contract caterer.

The school works very closely with Keswick School, the local Academy, where the vast majority of our children move on to. Curriculum links and partnerships in joint funded operations work very positively to ensure high expectations and provision.

There are currently 275 children on roll including 54 in the Early Years Foundation Stage. Numbers are falling with larger cohorts in the school leaving. The pupils, ranging from age 3 to 11, are from a mixed catchment area, predominantly from the town of Keswick with some from the surrounding villages of Threlkeld and Braithwaite. A very large majority are from families who are engaged in the tourist trade, directly and indirectly, and some are from professional families. There is a decreasing number of families from owner occupied homes in the area due to a lack of new build for affordable housing.

There is a very small minority of FSM (7%) and SEN (10%) children and currently there are 2 looked after children, although there are a few vulnerable children for whom a CAF is in place. The Deprivation indicator is at 0.07%, within the lowest 20% of all schools. This has been static over the past three years.

The Pupil Premium is being used to fund 1:1 tuition for children whose achievement indicates they will benefit from additional intervention, as well as additional hours for Senior Teaching Assistant's to support groups in

class across the school and deliver intervention packages and programmes. It is also used to fund music tuition, after school clubs and residential visit financial support for some children.

Stability stands at 82.8%, however it is erratic year on year. Overall attendance for the year 2022 / 23 was 95.38% and well above National. Attendance has been a big school focus and we are working very hard to improve this.

The parents of the school are extremely supportive and help with fund raising, through the Friends of St Herbert's, as well as by helping in classrooms and with visits out of school. The school has been developing a variety of ways to engage parents further with children's learning at home over the past twelve months, including a weekly Newsletter, Parent Workshops, parents evening reports and half termly Parent Information Sheets.

8. Development of the plan

8.1 Vision and values

At our school, our motto is 'Learn to love as we love to learn'.

As a Voluntary Aided Church of England School, we follow the principles of the Church of England. We aim to create a vibrant and broad menu of experiences so that our children will flourish through experiencing life in all its fullness. (John 10:10). We will provide:

- A safe learning environment
- High expectations for academic, spiritual and personal achievement
- A team based ethos throughout the school
- A supportive, passionate teaching team
- Opportunities for adventure
- Strong partnerships with families
- Very strong links with the Keswick community and local parishes
- An exciting and engaging curriculum, providing adventurous opportunities for children and staff to take risks and feel challenged within a supportive framework
- A clear understanding of where they are in their learning and what they need to do next
- A World class local environment, which enables a regular, developmental programme of residential and outdoor learning opportunities

Our Values

As a whole school community, we ensure that our vision is realised through 4 core Christian values. These values are embedded in the life of our school and all members of our community work hard to ensure they are at the heart of all we do. They are:

1. Wisdom

Seeking the understanding needed to become self-aware 21st century learners, through engagement and perseverance in a just and creative environment.

2. Hope and Aspiration

Instilling a sense of aspiration and opening up horizons for everyone to enable lifelong personal fulfilment

3. Community

Creating a sense of belonging so that everyone can flourish together, for the common good, through friendship and service

4. Dignity

Valuing ourselves and others with respect, humility and compassion.

8.2 Information from pupil data and school audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2023/2024, 28 of students regarded as having a disability within the meaning of the Equality Act. These can be

grouped as: visual impairment - 3, hearing impaired 0, physical mobility problems (non-wheelchair users) 2, wheelchair users 0, ADHD 5, Autistic 5., Epileptic 1., mental health (e.g., anxiety disorders) 12.

- Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.
- At the moment we are unaware of any students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

8.3 Views of those consulted during the development of the plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo and heads of key stages;
- set up a structure to allow the views of students, both able and disabled to be considered;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school will:

- consider whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;
- consider how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- decide how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consider how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- describe how action taken to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consider how the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consider how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- identify staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.
- identify pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and provide positive role models of adults with disabilities to encourage success and achievement;
- ensure that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

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. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Access to the school is on a single level through wide doors. Disabled toilet facilities are available at several points through the school. All areas of the school can be accessed on a single level.
Ample parking is available at the front of the school with easy access to the front door.

In Early Years, the school has created a sensory area to provide a space for neuro divergent children.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;

- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. 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.

The Governors Resources Committee is responsible for ensuring that the school is improving this service. The Head Teacher is responsible for ensuring that school published material is available in a selection of formats as required e.g. Braille, Makaton, audio tapes. The website has a higher visibility mode.

9.4 Financial planning and control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;

- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

10.3 The role of the LA in increasing accessibility

Governors may wish to comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;
- informed schools/settings how information can be provided in a number of different formats.

10.4 Accessing the school's plan

This will be done through:

- *presentation in a section on the school website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools/settings and staff.*
- *Investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size, colour palettes and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying, materials around the school.*

11. Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum details
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Positive Relationship Policy & procedures
- School Improvement Plan
- Asset Management Plan
- Complaints Procedure

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| ACCESSIBILITY PLAN 2023 – 2026 | | | | | |
| IMPROVING ACCESS TO THE CURRICULUM | | | | | |
| Target | Strategy | Outcome | Timeframe | Achievement | Date Complete |
| Ongoing training for staff in the identification of and teaching children with ASD and other specific learning difficulties, such as dyslexia and visual impairments. | All staff attend appropriate training. Outreach provision from external agencies. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Ongoing | Children with ASD, dyslexia and other specific learning difficulties are successfully included in all aspects of school life. | |
| All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school and extra-curricular provision to ensure compliance with legislation | All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Summer 2023 | Increase in access to all school activities for all disabled pupils | |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review Key Stage 1 open plan learning classrooms and look to separate these to ensure environments are conducive to learning and not to noisy. | Learning environments are fit and purposeful. | Summer 2024 | Increased engagement for pupils due to more purposeful working environments. | |
| Review TA deployment | In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours. | Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. | Reviewed Annually | Children who need individual adult support to participate in some activities have access to this support. | |

ST HERBERT'S C OF E PRIMARY AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2023 – 2026

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Accessibility Audit was carried out by Michael Craig and Geraldine Hawkins on 23rd November 2023 and a number of recommendations made:

| AMP or AA Report Ref. (if relevant) | Item | Activity | Timescale | Cost £ | Responsibility | Date Complete |
|-------------------------------------|--|---|----------------|----------------------------------|---|---------------|
| | Key Stage 1 Acoustic Environment Improvement | The unit is currently open plan and contains up to three classes of mixed year 1 and 2 children. By constructing partition walls to create defined classroom areas, the acoustic environment would be improved. | By August 2025 | TBC by building consultant | Governors, Headteacher & SBM through liaison with Lea Hough Chartered Surveyors | |
| | Development of sensory areas/quiet spaces | Create sensory areas/quiet spaces for neurodivergent pupils and those with mental health issues/anxiety in Key Stage 1 and Key Stage 2. | By August 2024 | Approx £600 (£300 per key stage) | SLT | |
| | Disabled Parking | Creation of a disabled parking space close to the building/main entrance for disabled visitors/parents/carers. | By August 2025 | Approx £100 | Headteacher/ SBM | |

ST HERBERT'S C OF E PRIMARY AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2023 – 2026

IMPROVING ACCESS TO WRITTEN INFORMATION

| Target | Strategy | Outcome | Timeframe | Achievement | Date Complete |
|---|---|---|-------------|---|---------------|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing | Delivery of information to disabled pupils improved | |
| Make available school prospectus, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all | Summer 2024 | Delivery of school information to parents and the local community improved | |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials. | All school information available for all | Ongoing | Delivery of school information to pupils & parents with visual difficulties improved. | |
| The school moves towards an electronic method of reporting to parents. | Electronic reporting methods are explored. | The school has explored electronic reporting methods and is knowledgeable about best practice. | Autumn 2024 | The school is able to move forward with electronic reporting to parents. | |