



Squirrel Hayes First School

Policy Reviewed on	March 2016	March 2017	March 2018	March 2019	March 2021	March 2022	Feb 2023
Policy Owner Signature	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris
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Version	03	04	05	06	07	08	09

Accessibility Plan

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Accessibility Plan

Under the Equality Act 2010, It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General Equality Duty

The **Public Sector Equality Duty (PSED)** has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. At Squirrel Hayes First School we believe that it is good practice for schools to keep a note of any equality consideration, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

Eliminating discrimination and other conduct that is prohibited by the Act

Evidence used to ensure that we are complying with the 2010 Act includes:

- Copies of policies (for example, the behaviour policy, child protection policy, curriculum policy) where included information has been effective in increasing schools ability to eliminate discrimination, reduce bullying etc.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

Advancing equality of opportunity of the diverse needs of the learning community: Evidence of compliance with this aspect might include:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills, nurture and behavioural support for those learners with SEMHS (social, emotional and mental health needs).

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- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils and adults.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through personalised planning.
- Accessibility plans aimed at increasing active participation for learners and the wider learning community.

Fostering good relations across all characteristics

The evidence that schools uses to demonstrate this includes:

- Identifying and evaluating the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Evaluation of activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups.
- Impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils

Specific duties

In line with regulations we aim to:

- Publish information to demonstrate how we are complying with the new PSED, and
- Prepare and publish equality objectives.
- Update the published information at least annually and to publish objectives at least once every three years.
- Annual updates to progress towards the targets can be viewed in appendix 1
- Expected impact and outcome will be updated annually as a result of reviewed progress as reported in appendix 1

In addition to inclusion within the PSED (public sector equality duty) equality objectives, we will make **reasonable adjustments for pupils with a disability.** The DfE (department for education) non-statutory guidance states that this duty can be summarised as follows:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors we may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable.

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Guidance states that many pupils with a disability will have an SEN statement and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids falls to the school after the relevant provisions come into force.

Policy review

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe
Pupils with SEND access digital resources.	Headphones, suitable mouse, pictorial sign in and pictorial support. Home school partnership to support home access: understanding software, access to a device.	Learners with SEND benefit from equal access to digital resources and the computing curriculum. Digital resources offer a more accessible learning; support learners own interests and support intervention.	Yearly audit of hardware. Devices in homes by Spring term 21
Classrooms are optimally organised and well-resourced to promote the participation and independence of all pupils with SEND	Pupil voice and professional review and advice from educational experts will inform core standards and ongoing adaptations as relevant to the needs of the children.	Learners independently choose and access high quality resources to support independent learning and improved learning outcomes. Learners in purposeful and positive environments.	Termly review throughout the plan; CPD for new staff as required. Pupil Voice questionnaires/ Interviews.
Consistent Dyslexia friendly practice throughout school.	Refresher CPD for existing staff.	All staff members are aware of specific learning difficulties and how to make learning accessible to children with or showing signs of dyslexia.	Termly review: learning walks and pupil interviews.
Improve understanding of and support for autistic spectrum condition.	Use AET competencies standards and undertake whole school AET training.	Consistent understanding of autism	CPD by end of Autumn Term 2021 AET progression frameworks ongoing.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Availability of written material in alternative formats	Use of services available through the LA for converting written information into alternative formats. Use of symbol resources.	Provide written information in different formats when required for individual purposes.	Throughout the year.
Make available school brochures, 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	Throughout the year.

Improving the Physical Access

Item	Activity	Timescale
Emergency exits for wheelchair users.	Ensure that wheelchair users know which parts of the school have access: signage and advice from receptions. Risk assess in advance of school events.	Throughout the year.
Access for school events by wheelchair users.	Yearly servicing and half termly testing of the wheelchair lift. Area around the entrance hall and wheelchair lift to be free from clutter and obstacles.	Ongoing Termly
Learners who are temporarily on crutches.	Throughout the academic year children sustain injuries which means that they need to use crutches to move around the school. When this is the case, an adult will be assigned to that child so that they can move around the school with minimal risk of worsening the injury. This will include non-intrusive support on stairs and any other areas.	Throughout the year.

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Version No.	Date of review	Reviewer	Changes Made
01	June 2014	A. Harris	New format
02	June 2015	A. Harris	Updated impact of improving curriculum access in appendix 1. Updated strategies, time frames and expected impact in line with reviewed impact of 2014/15 targets.
03	March 2016	A. Harris	
04	March 2017	A. Harris	Reviewed progress for 2015/16 New Three Year Plan
05	February 2018	A. Harris	Updated progress on 3 Year plan: appendix 1
06	November 19	A Harris	Updated progress on 3 year plan.
07	April 2021	A Harris	New 3 year plan.
08	February 22	A Harris	Updated acronyms with full terms. Updated review of actions.
09	February 23	A Harris	Reviewed plan.

[Appendix 1](#)
[Review 2022-23](#)

Target	February 2023 Spring Term Review of Progress
Pupils with SEND access digital resources.	Leasing of devices by a charity supporting disadvantaged is not able to be supported by the local authority at this time. The charity are exploring further options for the school. School is currently auditing which families need support for devices to loan devices to families until more sustainable support can be secured. Timescale extended to the end of the spring term.
Classrooms are optimally organised and well-resourced to promote the participation and independence of all pupils with SEND	Inclusion learning walks have taken place. CPD undertaken for inclusive support across the four broad areas of SEND. Provision mapping more explicitly linked across the four broad areas of SEND. CPD for effective deployment of Tas in line with EEF (Education Endowment Fund) recommendations: supporting pupils with SEND to access whole class teaching. Following the success of Wellcomm language assessments and linked intervention for Reception and Year 1, a primary aged toolkit (assessments and intervention) has been

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	<p>purchased for children aged 6 to 11, spring term 2023</p>
<p>Consistent Dyslexia friendly practice throughout school.</p>	<p>Inclusion learning walks have taken place. Support provided for staff for improvements to Dyslexia Friendly Practice.</p>
<p>Improve understanding of and support for autistic spectrum condition.</p>	<p>Tier 1 whole school CPD provided by Autism Outreach Summer 2020. School works closely with Autism Outreach to provide the best learning environments and further develop best practice to meet the needs of learning with ASC (autistic spectrum condition). Rebook tier 1 refresher training during the academic year 2023/24.</p>