



Accessibility Plan

Date ratified by the Governing Board	June 2022
Review date (by)	June 2024

Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go² (Joshua 1:9)

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.

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

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.

Hayfield Cross Church of England School is fully inclusive and all staff are committed to providing the best education possible for every pupil. We believe all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training (**SEN Code of Practice, p.81**).

Hayfield Cross stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an 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.

OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
Quality First teaching incorporates and considers individual pupil's needs.	QFT is evident across all classes with lessons differentiated to enable all children to access learning.	QFT support and CPD provided as necessary and appropriate to ensure accessed by all teaching staff and Teaching Assistants to ensure all children's needs are met.	Ongoing	Book looks and monitoring of planning and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.
	Children are nurtured and cared for as individuals with their specific needs understood and sensitively supported.	Inclusion Manager continue to monitor all children with additional needs and ensure that their needs are met.	Ongoing	Monitoring of planning and teaching demonstrates good quality teaching and learning.
	Children with additional needs are monitored through the provision map and well supported including the involvement of a range of external services where appropriate.	Pupil Progress Meetings monitor all groups of children and progress. Any children or groups falling behind are identified and supported.	Termly	Staff voice through PPM indicates a clear understanding of the pedagogy required to support pupils with specific SEND.
		As required Staff access expert advice in relation to pupil access to specific needs or curriculum areas, for example, Physical Education	Ongoing	Monitoring of planning and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.

OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
<p>Ensure access to the curriculum for pupils with a disability</p>	<p>Our school provides a rich and differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Where children have specific physical or learning needs these are supported, considered and reasonable adaptations made.</p> <p>The school environment is designed to be accessible to all including accessible furniture, access points and disabled parking.</p>	<p>Ensure all children joining the school's needs are understood and supported, understanding that their needs may change over time.</p> <p>Ensure that staff have appropriate training as needed when working with children with specific needs.</p> <p>Continue to seek advice and support external services and programs that children require.</p> <p>Planning and risk assessments for educational visits to be fully inclusive and all reasonable adjustments made to enable all children can take part wherever possible.</p> <p>Health and Safety monitoring to ensure that all areas are accessible to all children.</p>	<p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>As required</p> <p>Half termly</p>	<p>All children are able to access and enjoy the curriculum. They are able to develop their strengths and enjoy learning.</p> <p>Staff are effective in supporting children with specific needs enabling them to access the curriculum as well as additional interventions and programs that they need to access learning.</p> <p>Children are able to access the enriched curriculum and adjustments made wherever possible so that they are able to participate in all activities.</p> <p>The school environment is accessible for all children, staff and parents.</p>

OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible to those who need it including</p> <ul style="list-style-type: none"> • Large print resources as required • Hearing loops • Visual timetables <p>The school has a number of children with physical, communication, audio and visual needs. Support and adaptations have been provided to ensure these children fully access the life of the school.</p>	<p>If required the school to consider how to enable the environment to be accessible for visually impaired children.</p>	As required	<p>All children are able to access information and learning in an appropriate way for their needs.</p> <p>Wherever possible and reasonable all efforts are made to ameliorate any barriers to access for children with disabilities.</p>
		<p>School to develop expertise in speech and language support and sign language.</p>	Academic Year 2022-23	
		<p>Resources to be purchased as required to support children with specific needs. e.g. braille.</p>	As required	
		<p>School to continue to be proactive in seeking external specialist support and advice as needed.</p>	Ongoing	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical needs policy