

The Collaboration of East Harptree and Ubley Primary Schools' Accessibility Plan 2020-2024

This policy should be read in conjunction with the School's SEND Inclusion Policy and is a statutory requirement. This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The purpose of this plan is to make clear East Harptree and Ubley Schools' position on improving accessibility for disabled pupils and staff and to outline the schools' responsibilities in meeting the requirements around accessibility of the curriculum, the physical environment and information for the disabled. The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Focus of Plan Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

Definition of Disability:

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

School Values

The Collaboration of East Harptree and Ubley Primary Schools' have been committed to serving the communities of East Harptree and Ubley; it is our commitment to both protect this heritage and continuously innovate and improve so that present and future generations may also benefit from our schools' commitment to excellence as standard.

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Our Vision and Ethos statements;

East Harptree - "Dream, Believe, Achieve, Together"

Ubley - "Caring, Capable and Confident".

East Harptree and Ubley are both a welcoming, inclusive family with a strong Christian ethos. We continually aim to be excellent schools where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical and expect more than others think is possible.

Our Aims

To ensure excellent outcomes for all pupil groups. We are committed to supporting every member of our communities to be the best that they can be and to achieve their full potential. This means that we are ambitious and aspirational for all and build a culture of hope most particularly for those who are disadvantaged in any way. We nurture strong attitudes to learning and particularly foster resilience in seeking wisdom, knowledge, truth and understanding. We also give opportunities for excellence across a rich and full curriculum including music, drama, the arts and sport.

We know too that mistakes are an important part of learning and encourage everyone to reflect, learn and start again. We also know that our knowledge is partial and incomplete and so we ensure a culture where celebration and humility go hand in hand.

We aim to;

- Enjoy learning together. We support and challenge each other to be the best we can be.
- Be committed to developing every child's potential to be an 'expert' by enabling children to be courageous, resilient and determined.
- Create and model learning opportunities that inspire, encourage and support our pupils to achieve mastery.
- Ensure our children are empowered to develop and own their own learning with clear purpose in all they do.
- Encourage constructive critique to move learning forward

As church schools, we continually challenge ourselves to value, respect and support each other to become wise, generous and hopeful individuals, community members and worldwide citizens.

Character development is a priority for us and we expect much from each individual within our schools. Our Christian values are key to each child's formation and a part of our expectation for every adults' modelling to others. Collective worship and PSHCE focus on Christian teaching and the development of values and on how to live well for ourselves and others. Our support for a large number of charities also embed these values.

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We know that part of character development is the ability to live well together in community and so we explicitly teach how to relate well to others. The pursuit of excellence is a community activity because no one person has all the knowledge and gifts that are needed and so we are also a welcoming inclusive community and educate for dignity and respect. We teach and foster these attitudes in our class and year group communities and Family Groups.

- We nurture relationships that are based on trust and respect, and value everyone's contribution.
- We actively seek to work in partnerships with parents and carers.
- Through our partnership with the Church, we seek to enrich the lives of all in our community
- Our leadership is strong and shared, leads by example, enables and motivates, and constantly strives to ensure excellence in all we do.
- We learn from other schools in a wide variety of networks.

Links to other documentations and policies;

This document should be read in conjunction with the following: SEND Inclusion policy, health and safety policy, and curriculum policies.

Elements of the school improvement/development plan to be addressed through training Resources are purchased as and when they are required and/or recommended from professionals working with pupils. Supporting Partnerships. We will work closely with parents to ensure that the plan is implemented effectively. The following agencies will be used to support the plan, amongst others: eg educational psychologists, health care professions, advisory teachers.

Complaints Procedures

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy and monitoring procedures. This Accessibility Policy and Plan will be reviewed every three years by the senior leadership team, including the school's Inclusion Leader, alongside the governing body and ratified accordingly.

REVIEW/RENEWAL DATE: July 2024 or sooner, if necessary.

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