



Horsley C. of E. (VA) Primary School

School Accessibility Plan

A Statutory Policy

Effective date From: 15th May 2025

Signed, Headteacher Gary Price

Signed, Chair of Governors David Savage

Date approved by Governing Body: 15th May 2025

Date of next review by: 15th May 2028

Version Control

Date / Version	Change made
May 2025 v0.1	Reviewed for 2025-28 period
13 th May 2025	For approval by FGB5

School Accessibility Plan

Vision Statement

Horsley C of E Primary 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. We want every child to play as full a part as possible in school life and we are committed to promoting positive attitudes about disability, accessibility, and to developing a culture of awareness, tolerance and inclusion throughout the school and its pupils, staff and volunteers.

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

Horsley School recognises the need to continue to raise awareness on equality issues throughout the school - its pupils, teachers, staff and governors. The school is committed to ensuring staff and governors are trained with reference to the Equality Act 2010 and Equality Duties 2011 to understand disability and impairment issues.

Statutory Responsibilities

This document meets the requirements of schedule 10 of the Equality Act 2010, the Equality Duty 2011 and the Department for Education (DfE) Guidance for schools on the Equality Act 2010.

These requirements placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. It can also include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD), or people diagnosed with HIV infection or multiple sclerosis. The impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

Role of the Governing Body

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher. The terms of reference for all governors' committees and all policy reviews will include the need to consider Equality and Diversity issues as required by the Equality Act 2010 and Equality Duties.

The Accessibility Plan will be monitored through the Governor Finance and Resources Committee and will be reviewed when required and at least every three years and approved by the Governing Body. The plan will be made available online on the school website, and paper copies are available upon request.

Commented [MV1]: It is not – there is a table on the website but not this document as was in 2021.

The current Plan is included in this document, and it is based on an assessment/accessibility audit which will be completed by the school prior to the end of each period covering this plan. This is to inform the development of a new Accessibility Plan for the ongoing period.

The school will work with any available partnerships including the Local Authority and Diocese in developing and implementing this Accessibility Plan.

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

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

- Equality and Objectives Policy,
- SEND Policy,
- Behaviour Management Policy,
- Health & Safety Policy,
- Supporting Pupils Medical Conditions Policy,
- Charging and Remissions Policy.

This plan and policy will be reviewed over the course of the next 3 years

Name _____ Signature _____ Date: _____
(Chair of Governors)

Name _____ Signature _____ Date: _____
(Headteacher)

Action Plan					
Aim 1: To increase the extent to which disabled and impaired pupils can participate in the school curriculum					
Aim & objectives	Current good practice and <u>practice under development</u>	<u>Action</u>, including finance/ resources	Timescale	Responsibility <u>/Monitoring</u>	Success Criteria
To liaise with Horsley Playgroup and any other early years providers to review potential intake.	School identifies pupils who may need support additional to or different from provision for each new September intake.	<ul style="list-style-type: none"> Planned EYFS teacher release time. 	On-going, annually by July each year	EYFS teacher SENDGO <u>Head</u>	Pupils additional needs are known. Procedures/ideas/equipment are in place or a planned by Sept.
To establish close liaison with parents.	<p>School ensures collaboration and sharing between school and families.</p> <p>School holds regular open days and parent evenings.</p>	<ul style="list-style-type: none"> Parents complete registration form including section on medical needs. All parents get annual update to complete. 	<p>Annually</p> <p>Any on-going information sharing is acted on straight away</p>	<u>Head</u> All teachers	Clear collaborative working approach.
To establish close liaison with outside agencies for pupils with on-going health or other needs, e.g. severe asthma, epilepsy, mobility issues and autism.	School ensures collaboration between all key personnel. There is follow up work to any outside professionals by SENDGO if complex additional need is identified.	<ul style="list-style-type: none"> SENDGO time as needed. 	On-going	Teacher & TAs, SENDGO Outside agencies <u>Head</u>	Clear collaborative working approach.
To ensure full access to the curriculum for all children, including those with a disability and/or impairment.	<ul style="list-style-type: none"> School arranges ongoing CPD for staff in disability awareness to reflect diverse needs of pupil within the school & any new pupil. School creates positive image of disability to develop understanding in pupils, and school's curriculum resources include examples of people with disabilities. 	<ul style="list-style-type: none"> Whole school approach. Planned staff meetings. Audit of resources or through access audit. 	<p>On-going</p> <p>Annual audit and as per 3 year access audit</p>	SENDGO Teachers & TAs	Teachers and staff develop and keep awareness of different disabilities and pupils grow in their understanding of differing needs and that of disabled people.
To take account of variety of learning styles	<ul style="list-style-type: none"> School Implements advice of any specialist advisory teachers and identifies any specific 	<ul style="list-style-type: none"> SENDGO time Teacher and TA release 	<p>As identified</p> <p>As identified</p>	Teaching Advisory	Advice taken, strategies evident in

when teaching.	<p>training need.</p> <ul style="list-style-type: none"> The school identifies areas of need in lesson planning and delivery and a curriculum that meets differing needs, with alternatives to enable disabled and impaired pupils to participate successfully in lessons. The school uses interactive ICT equipment and multimedia activities as much as possible. The school considers specific resources to support access to the curriculum to increase student participation e.g. visual prompts, visual timetable, pencil grips, coloured overlays, adaptive keyboards, screen magnifier software and safe spaces. The school considers dinner time and play time arrangements for those children who struggle to engage cooperatively at unstructured times. At least one TA is ELSA trained to support children's emotional and social needs. Ensure student activities are accessible to all students including trips, residential visits. 	<p>time for training</p> <ul style="list-style-type: none"> Teacher & TA planning time. IT equipment budget. Specific equipment may be sourced from occupational therapy? Strategies to be identified and planned – SENDGO/TA time. Research and specific risk assessments as needed – teacher time. 	<p>As identified</p> <p>As identified</p> <p>As identified</p> <p>As needed</p>	<p>Service</p> <p>Computing Subject Leader/<u>Head</u> /<u>Governors</u></p>	<p>classroom practice. Children are supported and accessing the curriculum.</p> <p>Access to appropriate computer technology will be improved for all disabled and/or impaired pupils.</p> <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Increased participation in school life for pupils with disabilities and/or impaired pupils.</p>
Curriculum progress is tracked for all pupils, including those with a disability and/or impairment. Targets are set effectively and are appropriate for pupils with additional needs.	<ul style="list-style-type: none"> The school uses an Assessment for Learning approach to monitor children's learning and progress. Class teacher and SENDGO meetings over targets for interventions and pupil progress. Scrutiny of assessment system. Regular liaison with parents. 	<ul style="list-style-type: none"> Whole school approach. Teacher and SENDGO time. Extra SENDGO time to liaise with any outside professionals. 	<p>On-going</p> <p>Termly meeting</p> <p>When need is identified</p>	<p>All teachers & TAs</p> <p>SENDGO <u>Head</u> /<u>Governors</u></p>	<p>Progress made towards My Plan targets.</p> <p>Provision mapping shows clear steps and progress made.</p>
To review all statutory policies to ensure that they reflect inclusive practice and procedure, and deliver findings to	<ul style="list-style-type: none"> School complies with the Equality Act 2010 and 2011 Equality Duties. School considers all policies in view of these duties and priorities that arise. 	<ul style="list-style-type: none"> Head self-evaluation Accessibility audit and plan is in place. School considers all policies in view of these 	<p>On-going</p> <p>3 yearly review or as needed.</p> <p>Full Governors</p>	<p><u>Head</u>, <u>subject</u> <u>leaders</u>, <u>Governors</u></p>	<p>Policies clearly reflect inclusive practice and procedure.</p> <p>Governors fully informed about SEND</p>

the Governing Body.		duties and priorities that arise.	meetings are twice termly.		provision and progress.
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled and impaired pupils can take advantage of education and associated services.

Aim & objectives	Current good practice and <u>practice under development</u>	Action, including finance/ resources	Timescale	Responsibility <u>/Monitoring</u>	Success Criteria
BUILDINGS - Ensure that access to school buildings and site can meet diverse pupil needs.	<ul style="list-style-type: none"> The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any improvements and refurbishments of the school as much as is possible, such as improved access, lighting, colour schemes, fittings , signs & markings. School adopts an individual approach to pupils with physical disabilities depending on their disability, to support the pupil to be able access the different areas of the school and the extra-curricular activities, to ensure that they are included as far as possible within its constraints. The school is restricted by its building, which is very old. There are changes 	<ul style="list-style-type: none"> Monitor access information for individual disabled children. Include questions in the admissions interview for parents to assess access needs to see if reasonable adjustment can be made and/or use of strategies to overcome difficulties. School looks into possible funding sources to make reasonable adjustment. Access audit July 2021 – Need to look at lighting across the school, KS2 the harsh light needs softening Accessibility audit feeds this plan. Access audit July 2021 – the limitations of the school building remains - still needs an individual approach to see if any 	<p>On-going and as identified and needed.</p> <p>As identified and needed.</p> <p>By end 2021</p> <p>Reviewed every 3 years.</p> <p>As identified and on consideration</p>	<p><u>Head</u> <u>Governors</u></p> <p>Head/Gover nor approval</p> <p><u>Governors</u> approval</p> <p><u>Head</u></p>	<p>Evidence that appropriate considerations have been made where physical school improvements are reasonably possible and able to be carried out.</p> <p>Access to school buildings and site improved so It is as inclusive as is reasonably possible, and has child friendly play and rest areas.</p>

	<p>in level and width in corridors and surface covering and there is no flexibility for ramps <u>making full wheelchair access difficult.</u></p> <ul style="list-style-type: none"> The school completes an Accessibility Audit to look at the different areas of the school and classrooms. Access Audit May 2018 - An accessible toilet in infants looked into to use Section 106 funds in 2018 but was deemed to be not viable. 	<p><u>reasonable adjustment/s can be made and/or use of strategies to meet individual physical needs e.g. it may be possible to think about different year groups in classrooms.</u></p>			
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled and impaired pupils within current restraints. Identify needs & actions for future improvements.</p> <p>Pupil safety is considered.</p>	<p>School plans classrooms in accordance with pupil need with reasonable adjustment.</p> <ul style="list-style-type: none"> Organise resources within classrooms to reflect student need e.g. access, seating and safe space as needed. Provide a smaller, quieter area for rest or teaching space in the school den and library, with a small space rocket cosy space. Consider other quiet areas within the school when future changes are planned. School creates personalised risk assessments, access plans and strategies relating to all areas of school life for individual pupils. School ensures that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. 	<ul style="list-style-type: none"> SENDGO/class teacher meeting and time SENDGO/class teacher time Admin team and Head ensure records are up-to-date and all relevant staff are aware <u>Access audit July 21 - Step edges on the decking could be marked by strip of yellow paint</u> 	<p>On-going</p> <p>As identified</p> <p>As identified</p> <p><u>End 2021</u></p>	<p>Whole school</p> <p>Class teacher, TA, SENDGO, <u>Head</u></p> <p><u>Head</u></p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities and impairments.</p> <p>Pupils are as safe as possible.</p> <p>Safe evacuation in an emergency</p>
<p>Including other areas like</p> <p>Hall/church</p> <p>Path to hall/church</p>	<ul style="list-style-type: none"> School pupils, staff and parents are able to use the hall in the church for all school activities like lunches, assemblies and events. Wide access at the rear of the church with a portable ramp to access the hall. Accessible toilet and hearing loop installed. School pupils and staff are able to access hall, although the path is gravel surface– may be 	<ul style="list-style-type: none"> Support strategies identified & planned – whole school approach <u>Access audit July 21 – notes a current village collaborative project to improve paths & track</u> 	<p>On-going as needed.</p> <p><u>Would need diocese involvement – on-going,</u></p>	<p>Class teacher</p> <p><u>Head</u> <u>Governors</u> <u>and</u> <u>Parochial</u></p>	<p>The hall, driveway to church, paths around the school and to the playground are as accessible and safe as possible.</p>

Path to playground	<p>present some difficulties with walking aid.</p> <ul style="list-style-type: none"> The path to the playground was tarmacked in 2020. This makes the playground more accessible and safer for pupils and staff. 	<p>and ramp to front of church. Topographical survey has been done and design work being costed. Will need funding source.</p> <ul style="list-style-type: none"> Look for funding opportunities 	<p>review at governor meetings during 2021-22</p>	<p>Church Council</p>	
Playground	<ul style="list-style-type: none"> School pupils and staff are able to access playground – surfaces on route up to playground are concrete and gravel with some unevenness School playground has divided area for more physical activities on both levels. Playground has quieter area with shelter and seating on both levels 	<ul style="list-style-type: none"> Support strategies and help needed are identified & planned – whole school approach 	<p>On-going as needed.</p>	<p>Class teacher SENDGO</p>	<p>Access to school playground is as inclusive as is reasonably possible and has child friendly play and rest areas.</p>
OTHER SERVICES Ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> Adopt a proactive approach to identifying the access requirements of disabled parents. The school suggests that blue badge holders park outside the front entrance of the school to drop off & collect children. Offer a telephone call to explain letters home for some parents who have a need. 	<ul style="list-style-type: none"> Include questions in the admissions interview about parents' access needs to see if reasonable adjustments can be made 	<p>On-going annually, as needed</p>	<p>Admin team <u>Head</u> <u>Governors</u></p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>
Aim 3: To improve the delivery of information to disabled and impaired pupils and parents					
Aim & objectives	Current good practice and <u>practice under development</u>	Action, including finance/ resources	Timescale	Responsibility /<u>Monitoring</u>	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	<p>In addition to other services above</p> <ul style="list-style-type: none"> Raising awareness of font size and page layouts will support pupils/parents with visual impairments e.g. large print & audio when required. 	<ul style="list-style-type: none"> SENDGO time as needed School library audit as 	<p>Ongoing annually</p> <p>As needed</p>	<p><u>Admin team and Head</u></p>	<p>Information to pupils with disabilities and parents and visitors will be improved.</p>

Availability of all school documents in alternative formats.	<ul style="list-style-type: none"> • Ensure the availability of large font and easy read texts when this is a need. • Letters in first language. • School Website is in use for information and school newsletters. • School uses email and text system. • School hall in the church has a hearing loop installed. 	needed. <ul style="list-style-type: none"> • Access audit July 21 – sign in foyer to ask if information is needed in different format. • Admin team update website regularly • Admin team may need translation service – cost to be explored 	For Sept 2021 As needed As needed	Head	
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Consideration must be given to the school’s situation as regards accessibility.

The school would like to be able to accommodate all children with a physical disability but is much restricted by its building. The doorways are narrow and the corridors change width and surface covering. There are many changes of ground floor level and very little flexibility for ramps to allow access for wheelchairs. The school would encourage parents to view the buildings and assess for themselves the accessibility required. Parents may be encouraged to consult the local authority and visit other schools in the area which may be better placed for particular needs, where reasonable modifications are not possible.