

Vanguard Learning Trust



As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can achieve their potential.

Accessibility Plan - Hermitage Primary School November 2023 – 2026

Contents

1. Introduction	3
2. The purpose and direction of the school's strategy	Error! Bookmark not defined.
3. The main priorities in the school's plan	Error! Bookmark not defined.
4. Making it happen	4
5. The Accessibility Plan	5

Section 1. Introduction

The Equality Act 2010 provides three main duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled / SEND pupils.

This 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 by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan which shows how the school will address the priorities identified in the strategy.

Section 2. The purpose and direction of the school's strategy

2.1 Vision and values

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.

2.2 Information from pupil data and school audit

Pupil attainment and progress data will feed into the plan. The latest information will be available on our website.

2.3 Views of those consulted during the development of the Plan

Stakeholders will be surveyed during the review of the plan to ensure that their views are taken into account.

Section 3. The main priorities in the school's plan

3.1 Increasing the extent to which disabled / SEND pupils can participate in the school curriculum

Increase access to the **curriculum** for pupils with a disability / SEND, expanding the curriculum as necessary to ensure that pupils are as, equally, prepared for life as their peers.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

3.2 Improving the physical environment of the school to increase the extent to which disabled / SEND pupils can take advantage of education and associated services

Improve 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.

3.3 Improving the delivery to disabled / SEND pupils of information that is provided in writing for pupils who are not disabled

Improve the delivery of **written information and verbal information** to pupils, staff, parents and visitors with disabilities / SEND. Examples might include handouts, 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.

Section 4. Making it Happen

4.1 Management, coordination and implementation

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Attached is an Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with other school policies and procedures.

The Plan will be monitored through the Committees of the Board of Governors.

4.2 Getting hold of the school's Plan

The plan will be available on the school website.

Signed: _____ (Chair of governors)

Date: _____ Review date: _____

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Access to the curriculum for all children	All children have access to the EYFS or National Curriculum. Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional advice. Half termly reviews occur to review the progress and support given to each child.	Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate.	Review of resources in school and purchase further resources as needed. Visual resource bank made on shared computer drive for all teachers to access. Teachers to consider the impact of colour and font when using presentations. To consider access to PE lessons.	Children have access to appropriate resources as needed. Teachers have access to a visual support resource bank that is regularly updated. Use of communication through print package.	Ongoing	SENDCo All Class Teachers All Teaching Assistants

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Children with disabilities to be able to access extra curriculum activities.	A range of lunchtime and after school clubs are available. Some of these are run free of charge by teachers and other activities are run by external providers. Some in house clubs include activities that are arranged by invite only e.g homework club or can be arranged to invite identified children e.g. art club.	Children with additional needs have access to a range of extra curriculum activities.	A review to be completed of the access of clubs by children with additional needs, including the support that can be given by external club providers.	Children with additional needs are accessing extra curriculum clubs effectively	Ongoing	SENDCo All Class teachers and club providers

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
The physical environment is accessible to all with reasonable adjustments available as required.	The school environment includes a lift, disabled toilet, accessibility for a range of physical needs. Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout	The school environment is accessible for children, parents and members of the community	Individual support provided to children or adults as required e.g. help to reach library shelves or support for children sensitive to noise in the lunch hall, or carers with an assistant dog can drop children at the reception door. Risk assessments are written for individual children as required	Children, parents and visiting members of the community are able to access the physical environment effectively.	Ongoing	All staff members including site manager
Information is available in a range of formats for parents and members of the community.	Information from the school is available via a range of formats, including emails, dojo message system, letters, website and phone calls as well as face to face informal and formal meetings. The school has an open door policy so questions can be answered easily and effectively.	Information from the school is available in range of formats to meet the needs of the school community.	A photo board in reception is available to identify staff/roles at school. Letters sent out by email available in printed format in the reception area. Personalised approaches used for identified families when needed e.g Signlive for BSL access.	Children, parents and visiting members of the community are able to access information about the school effectively	Ongoing	All staff members.

Approval / Revision History

Revision date	By	Summary of Changes Made
November 2023	Rachel Langford	Minor changes made and highlighted in yellow. Format changed in line with VLT