

Happisburgh CE VA Primary School



The purpose of this plan is to show how Happisburgh CE VA Primary School intends, over time, to increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access for all and that values and includes all pupils, staff, parents and visitors regardless of their education, sensory, social, spiritual, emotional or cultural needs.

Accessibility Action Plan

2023 - 2026

Person responsible

Laura Watts, Executive Headteacher



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1. The Purpose of this Plan .

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our school

You can find out about our school on our website...

www.happisburgh.norfolk.sch.uk

5. What we have in place to make our school accessible

To increase access to the curriculum for pupils with a disability

At Happisburgh, we work hard to ensure that our curriculum is differentiated for pupils of all abilities. We adapt resources so that they are suitable for all children and select resources so that they are representative of the full breadth of society. As we are a small school with small classes, all staff know our children very well. This means that we can adapt activities to suit individual needs quickly and accurately.

As a small school we are proud of the nurturing environment which we create. Our SENDCo knows all of our children really well and works closely with families and external agencies to provide meaningful support quickly. We maintain good relationships with our families and all teachers and staff are ready to help with questions and queries as needed.

Within the classroom we use SEN funding to provide teaching assistant support in each class alongside 1:1 support where needed and when funding is provided. Our teaching assistants are well trained for a range of SEN needs and are supported and guided by our experienced SENDCo. As a small staff we are able to work closely together so that everyone understands the needs of every child and approaches are consistent across the school.

To improve and maintain access to the physical environment

Where pupils, staff or parents have specific physical needs, we adapt our environment whenever possible to allow them equal access to our site and our curriculum. We work hard whenever possible to allow them equal access to our site and our curriculum. We work hard to be flexible in our approach to learning. We currently have a lift in school to enable those with physical needs to access the different levels of our school building.

Where children have additional physical or emotional needs, we work with parents to decide what adaptations need to be made to ensure accessibility. We might also adapt our environments to meet the behavioural needs of children should this be appropriate. Any additional requirements will be written into children's support plans and shared with all staff to ensure consistency.

Should circumstances change of any member of our community, we will carry out risk assessments to ensure equal access and will also complete individual plans such as PEEPs (Personal Emergency Evacuation Plan) as appropriate. We work closely with the families in our community to complete this work.

To improve the delivery of written information to pupils and parents

As a small school, we know the families within our community well and liaise with them often to ensure that the information we share is accessible.

We are aware of services which the Local Authority provide to convert written information into alternative formats and we will seek their advice whenever appropriate.

We have a very good understanding of the needs of our children and are proactive in seeking and acting upon advice from outside agencies. Our staff are well trained

in how to adapt resources and other written information to meet the needs of our children.

6. Challenges to accessibility that we want to address

Our school buildings have been built at different times since 1861. This means that it is challenging for us to ensure every space is accessible to all. However, we will continue to ensure that accessibility is at the forefront of our minds when we are planning and developing our site and curriculum.

7. Action Plan

	What we are doing?	What will it mean for students?	Who is responsible for achieving it?	When it will be achieved?
1	Ensure that our curriculum offer is regularly reviewed to ensure equality of access for all pupils. (including introduction of CUSP)	This will mean that our curriculum encourages a positive learning experience and good progress for all. No child will be disadvantaged.	SLT SENDCo Class teachers	Autumn 2023
2	Ensure that any reasonable adjustments to our physical environment are made quickly and we are proactive in seeking advice from external agencies.	Our school will be accessible to all	SLT	As appropriate
3	We will quickly create risk assessments and personal plans to ensure that physical needs are met in case of emergency.	Pupils and adults will be safe in case of fire etc. Risk assessments will be created with children and their families whenever circumstances change e.g. a broken leg	SLT Class teachers	As appropriate
4	We will review current school publications and promote the availability of different formats where required.	Our community will feel able to access all communication in a format which suits their needs. Staff will be confident in the different formats available.	SLT Office staff	As appropriate