

Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



Accessibility Plan 2024 - 2026

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	21.3.24
Implemented:	September 2023
Revised	January 2024
Review date:	1.9.2026

Our aims and values at the Wye Forest Federation

At the Wye Forest Federation, we have a fundamental belief in inclusive education for all. We embrace diversity and create a compassionate, respectful culture, embedding our core values of courage and resilience. We build a strong sense of belonging to develop positive relationships with our families and communities. The federation has a fundamental belief in the equality of opportunity in the classroom. All pupils will be fully included into the life and curriculum at the Wye Forest Federation.

Statement of intent

This plan outlines how the Wye Forest Federation aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Executive Head teacher
- Inclusion lead
- SEND governor

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The SEND governor will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Executive head teacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

The SENCO will be responsible for:

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

- Working closely with the Executive head teacher and SEND governor to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Executive head teacher in relation to those needs as appropriate.

All staff will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The governing board, Executive head teacher and SENCo will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Publication

The plan will be made available online on the school website, and paper copies are available upon request.

Monitoring and evaluation

This document will be reviewed every two years, but may be reviewed and updated more frequently if necessary by the Inclusion leader, Amy Wilson and the SEND governor, Mrs Alice Jomain. It will be approved by the Executive Head teacher, Natalie Frey.

Wye Forest Federation Accessibility Plan 2024-2026

Planning duty 1: Curriculum

Aim	Issue	What	Who	When	Outcome	Review
To ensure all SEND pupils can participate in physical activities in the curriculum	<p>Not all SEND children are fully participating in all physical activities</p> <p>Scaffolding strategies are not in place consistently</p>	<p>Work with PE lead to ensure scaffolding in place</p> <p>Individual SEND plans to support involvement in physical activities if children are not fully accessing</p>	Teachers, SENCo	Spring/ Summer 2024	<p>Barriers to physical activities are identified and small steps are in place to ensure consistent access to PE/ physical activities</p> <p>Curriculum plans identify the steps in learning and scaffolding approaches and staff are able to use these to enable SEND learners to access physical activities</p>	Autumn 2024
Ensure all pupils have access to extra-curricular activities which are aspirational and creative	<p>SEND children's access to extra-curricular activities is unclear</p> <p>For some trips/ experiences the needs of SEND children are not always considered in enough depth during the planning process</p>	<p>The need for all trips to incorporate the needs of SEND into the planning process of all trips and experiences is shared and explained to all staff/ event organisers</p> <p>Audit current extra-curricular activities and current access/ support for SEND children</p>	Headteacher/ SENCo/ teachers	Spring 2024	<p>Planning for all trips and experiences incorporates the needs of SEND children</p> <p>There is a clear understanding of the current extra-curricular provision and SEND children's access to this</p> <p>Steps are taken to improve the extra-curricular offer for SEND children</p>	Summer 2024

Deaf awareness course-and some BSL sign language used to enable access to the curriculum for children with hearing impairments	Child using BSL in our nursery and coming into reception in September 2024- staff currently have limited knowledge of BSL	Deaf awareness and BSL training for all staff provided by the advisory teacher service Enhanced BSL training for Reception staff	All school staff	Summer 2024	All staff have engaged with a deaf awareness course and have a developing awareness of BSL Staff in Reception are able to continue the learning of BSL that has started in nursery	Autumn 2024

Planning duty 2: Physical environment

Aim	Issue	What	Who	When	Outcome	Review
To further improve the learning environment for pupils with hearing loss	Some spaces would benefit from adaptations to improve the learning environment for pupils with hearing loss	Seek support from the advisory teacher service-hearing team to evaluate current learning environments Create a plan for improvements Ensuring there are quiet spaces for learning if needed	Headteacher/ SENCo/ Teachers	Summer 2024	Learning environment is accessible for pupils with hearing loss	Summer 2025

Planning duty 3: Access to information

Aim	Issue	What	Who	When	Outcome	Review
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<p>Ensure processes are in place to seek feedback from pupils, parents and staff about accessibility and access to information</p>	<p>Current processes for feedback are unclear for some groups</p>	<p>Audit current processes to ensure all stakeholders are represented</p> <p>Explore how this can be improved further drawing upon specialist services as needed</p>	<p>Headteacher/SENCo/ SEND governor</p>	<p>Autumn 2024</p>	<p>Clear processes in place to seek feedback from pupils, parents and staff about accessibility and access to information</p>	<p>Autumn 2025</p>
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