



Accessibility Statement

May 2021

At our school, we acknowledge and welcome our duties under the Equality Act 2010 to

- Eliminate discrimination
- Advance equality of opportunities
- Foster good relations between all groups of pupils and parents within the school, and between the school and the wider community.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. This plan, which should be read in conjunction with the school's Equality Policy and Plan, sets out the proposals of the Governing Body of the school to address the second of these duties, ensuring equality of opportunities for pupils with disabilities. It does so by outlining how we will go about

- Maximising the extent to which pupils with a disability can participate in the curriculum;
- Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;
- Ensuring pupils with disabilities have access to information which is provided in writing for pupils who are not disabled.

Our school recognizes that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Our school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the

responsibility of the school community and not just the Local Governing Body and Headteacher.

Statement of Intent

At The Hendreds School we strive to nurture excellence, by providing an inspiring curriculum and environment that:

- Ignites a love of learning and educates all children to excel as individuals;
- Promotes responsible and compassionate global and local citizenship;
- Develops and nurtures self-aware, resilient and healthy children.

Our core values of kindness, courage and respect underpin this mission.

We believe that children achieve their best when they feel safe and well cared for. We acknowledge that, at times, some pupils will require more support than others if they are to reach their potential, and we strive always to meet the needs of all children. A number of pupils will have some form of special educational need at some point during their time in school; at The Hendreds we aim to implement effective strategies to meet these needs in a supportive environment, to minimize barriers to learning and promote full and meaningful access to the National Curriculum.

Our school has around 143 pupils on roll. Currently (May 2021) 12% of our pupils have some form of Special Educational Need or Disability, and 10% of our pupils come from ethnic groups other than White British. A very small proportion of our pupils are eligible for free school meals than that nationally, and this is declining over time. We have no incidences of exclusions, representing the emphasis placed on promoting good behaviour and the excellent relationships between adults and children.

The school's latest OFSTED Report (November 2016) said "The personal development of each pupil is at the heart of the school's work. No opportunity is wasted in the pursuit of this goal." Our latest SIAMS Report (March 2016) praised the "Distinctive Christian values [that] are deeply embedded in the daily life of the school, clearly contributing to pupils' personal values and achievement" as a strength of our school.

Current good practice

Curriculum

- Our staff work hard to ensure all pupils can participate fully and meaningfully in the National Curriculum, regardless of additional needs, difficulties or disabilities. This may be by, for example, administering medicines to pupils to ensure they can remain in school, adapting activities to ensure they meet the needs of all learners, or by developing personalized programmes which help address pupils' individual needs.
- Particular specialized needs of individuals are always responded to as and when the need arises, including close liaison with, for example, the Educational Psychologist, Communication and Interaction therapists, the Speech and Language team.
- Our Headteacher and SENDCo oversee referrals to outside agencies and monitor that actions suggested by professionals are incorporated into classroom practice to ensure all pupils can access the curriculum meaningfully and play a full part in the life of the school.

- Pupils with Special Educational Needs and/or disabilities participate in extra-curricular activities such as breakfast and after-school clubs. Some out of class activities present specific challenges for pupils and staff – for example lunch and breaktimes for pupils with Autistic Spectrum Disorder or other communication and interaction difficulties, and school trips for pupils with medical needs. These are managed on a case-by-case basis, with inclusion always the key aim.
- Specific examples of adaptations which have been made in the past, or are currently being made, to support individual pupils include:
 - Careful seating plans to help, for example, pupils with visual difficulties
 - Carefully planned off site visits for pupils with SEND
 - Use of simple, precise language when giving instructions, with extra processing time provided where necessary/beneficial
 - Close liaison between home and school
 - Multi-sensory approaches towards all curriculum subjects, for example illustrations to support the spoken word, regular hands-on activities during lessons
 - Use of a range of strategies to engage and enthuse all pupils, for example group or paired discussion

Environment

Through our building programme in 2009/10, there are few remaining areas of our school that are not accessible to disabled pupils, including all entrances to the building and internal doors being of sufficient width for people using wheelchairs, ramps rather than steps etc.

Information

As a small school, we can ensure close communication between the SLT, the SENDCo, teaching staff and teaching assistants. We ensure that the needs of individual pupils are rapidly identified and acted upon. Written information for pupils with disabilities can therefore be adapted as necessary to meet the individual needs of pupils. For example, material can be presented on different coloured paper for pupils with Specific Learning Difficulties, or provided in enlarged print for pupils with visual impairment. iPads are used to provide information orally/pictorially when this is beneficial.

Our SENDCo has an understanding of the relevant support services that can provide assistance with improving delivery of information to pupils with a disability, and shares this with staff as required

Accessibility Plan

Aim	Current good practice	Objectives	Actions	Success Criteria
<p>Curriculum</p> <p>Increase access to the curriculum for pupils with SEND</p>	<p>We tailor our curriculum to meet the needs of all our pupils</p> <p>We use resources tailored to the needs of pupils who require additional support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with SEND</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Curriculum is reviewed to ensure it is appropriate for pupils with additional needs</p> <p>Support staff work with individuals and groups to enable effective accessibility during lessons</p>	<p>Pupils with additional needs will continue to make good progress from their starting points</p> <p>Pupils have appropriate resources to enable them to access the full curriculum</p>	<p>SENDCo monitors inclusion of all children in lessons (ongoing)</p> <p>SENDCo and SLT remain aware of the support services available</p> <p>SENDCo and EY teacher use school admissions to plan appropriate support to meet the needs of new pupils</p> <p>SENDCo monitors deployment of teaching assistants</p>	<p>Staff have knowledge, understanding and expertise in meeting the needs of pupils with SEND, so pupils continue to access the curriculum and make good progress</p>
<p>Physical Environment</p> <p>Improve and maintain access to the physical environment of the school</p>	<p>We ensure that any refurbishment or upgrade projects consider issues around accessibility</p> <p>Decisions about redecoration include consideration of the need for tonal contrasts</p> <p>We have a disabled toilet, equipped with a changing bench, which can be used by children and parents as needed</p>	<p>Children and adults with additional needs are able to access all areas of the school because the physical environment enables this</p> <p>Effective communication between home and school as soon as identified children are admitted to school, or when issues are subsequently identified</p>	<p>When completing work on redecoration, consider the use of colour/tonal contrasts</p> <p>SENDCo liaises with appropriate personnel so that any new or emerging medical requirements that pupils may have are identified and addressed.</p>	<p>Children and staff have full access to all facilities in school</p>

	Where pupils who have personal medical plans in place we ensure that staff are trained appropriately			
<p>Information</p> <p>Information is provided in different forms to support access to this of all stakeholders</p>	We use a range of communication methods to ensure information is accessible	Children and adults can access all aspects of the school's work	<p>Specific learning needs are identified and met through the SEND/EHCP planning process</p> <p>Ensure recommendations of resources by external professionals around accessibility are actioned</p> <p>When redesigning the school website, give consideration to a translation function</p>	Information is provided in an appropriate format that allows individual access

