

Archbishop Hutton's V.C. Primary School

Accessibility Plan



Archbishop Hutton's
Primary School

Our Vision for Archbishop Hutton's VC Primary School is:

By promoting the traditional values of respectful behaviour, responsibility and forgiveness, we prepare our children for life in a global, multi-faith society.

By supporting all children to become independent thinkers and confident learners, we encourage curiosity, ambition and individuality.

By providing focused, engaging and inclusive teaching we equip the children to lead their own learning in a supportive and challenging environment.

Jesus says in Matthew that ‘a tree is known by its fruit.’ As a school we are known by the children that we nurture. Through actively promoting children’s spiritual, moral, social and cultural development with a strong focus on Christian values, our mission is:

To create responsible citizens who:

- are polite, considerate and respect others
- work and play co-operatively and positively with others
- communicate effectively for a range of purposes, sharing ideas and listening to the ideas and opinions of others
- are aware of diversity, show tolerance and understanding
- understand local and global issues, and the part they can play in affecting change

To create successful learners who:

- are motivated by the adventure of learning
- achieve all they are capable of, making consistent progress
- enjoy thinking creatively, solving problems and using their enquiring minds
- participate actively in a variety of learning experiences
- respond to challenge - demonstrating perseverance, resilience and commitment

To create confident individuals who:

- have a sense of self-worth and personal identity
- are responsible, courageous and independent
- have a good understanding of personal well-being
- have secure values and beliefs based on sound moral principles
- are developing a spiritual awareness and an understanding of their place in the world
- are equipped for the challenges that face them in the future.

OUR INTENT: WHAT WE DO AT ARCHBISHOP HUTTON'S

At Archbishop Hutton's, we want our pupils to have big ambitions and high expectations of themselves. We are an outward looking school, with a strong sense of our place in the local community and to that end we have created a curriculum that truly meets the needs of our children.

Our curriculum is driven by our children. It is a rich, exciting and balanced curriculum which enables each child to develop academically, emotionally, creatively, socially and physically.

Our curriculum enables the children to share ideas, express their opinions and apply knowledge and skills learned in a wide range of meaningful contexts. It offers opportunities for all children to investigate, question, debate and challenge.

At Archbishop Hutton's, all children are encouraged and challenged to be the very best they can be. We want our pupils to be active learners, questioning, investigating, challenging themselves and sharing responsibility for driving their own learning.

Above all, we expect our children to give their very best and to be proud of their achievements. These qualities needed for successful learning are underpinned by our focus on independence, inquisitiveness and resilience.

Ofsted (June 2019) say: Leaders and governors ensure that pupils benefit from a broad curriculum. They develop their knowledge and skills across a range of subjects.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

1. The Duty not to Discriminate

Everyone has a right not to be discriminated against at school.

This covers everything that the school provides for pupils, beyond just the formal education available. It includes access to all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and educational visits, as well as access to school facilities such as libraries, laboratories and workshops.

The school must not discriminate against, or victimise, a pupil: –

- in the way the school provides education for the pupil, and in the way the school affords the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by subjecting the pupil to any other detriment.

These obligations, however, do not apply to anything done in connection with the content of the curriculum. The school is not restricted in the range of issues, ideas and materials used in the school syllabus. The school can expose pupils to thoughts and ideas of all kinds, however controversial. Even if the content of the curriculum causes offence to pupils with certain protected characteristics, this will not make it unlawful unless it is delivered in a way which results in harassment or subjects pupils to discrimination or other detriment.

2. The ‘reasonable adjustments’ Duty

The school is expected to make ‘reasonable adjustments’ to enable disabled pupils as far as is reasonably practicable to overcome any disadvantage felt by a disabled pupil.

The ‘reasonable adjustments’ duty was first introduced under the Disability Discrimination Act 1995. The ‘reasonable adjustments’ duty under the Equality Act 2010 operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services. The object of the duty is to avoid as far as possible by reasonable means, the disadvantage which a disabled person experiences because of his/her disability.

This duty towards pupils sits alongside the school’s duties towards special educational needs and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage, and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving.

There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when a school considers what it would be reasonable for the school to have to do.

3. Definition of Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

- ‘Normal day-to-day’ means things that people do on a regular or daily basis, such as reading, writing, using the telephone, having a conversation and travelling by public transport .
- ‘Long-term’ usually means the impairment should have lasted or be expected to last at least a year.
- ‘Substantial’ means not minor or trivial.

The key issue is not the impairment but its effect. Impairments such as migraines, dyslexia, asthma and back pain can count as a disability if the adverse effect on the individual is substantial and long-term. Some conditions automatically count as disabilities for the purposes of The Equality Act 2010, from the point of first diagnosis – these are cancer, HIV and multiple sclerosis (MS). Similarly, some types of special educational need might be substantial enough to be considered types of disability, in order to prevent the provision, criterion or practice, or feature, having that effect.”

4. Confidentiality and Data Protection

Data Protection

The Data Protection Act 1998 places duties on the school to ensure confidential and appropriate handling of ‘sensitive personal data’, which includes data about a person’s health.

The Data Protection Act also gives individuals the right to see personal data and information held or processed about them, provided they request it in writing. This provision is important in accessing personal information relating to a risk assessment and any other information about the disabled pupil.

5. Revealing a disability

In order to enable the school to make reasonable adjustments a disabled pupil (or their advisers) must provide the school with sufficient information for the school to carry out that adjustment.

The school must, however, recognise the disabled person’s right to confidentiality and the school must not disclose confidential details about them without their explicit consent.

Under the SEND Code of Practice (2015) the school also has the responsibility to provide for the needs of those students whose ‘.....’ Identifying these needs, some of which might also be considered disabilities, is therefore also part of the school’s responsibility.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 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 DDA:

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

6. Factors that the school must take into account

The school is required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.

This duty is owed to:

- existing pupils,
- applicants for places, and,
- in limited circumstances, to disabled former pupils

in relation to the following areas:

- deciding who is offered admission to the school as a pupil,
- the provision of education, and
- access to any benefit, service or facility.

The factors to take into account when making an adjustment are:

- how effective the adjustment would be in overcoming the disadvantage

- how practicable it is to make the adjustment
- the financial and other costs incurred and the extent of any disruption to activities
- the extent of the employer's financial and other resources
- the availability of financial and/or other assistance in making the adjustment
- restrictions on adjustments due to listed building status/planning

The duty does **not** require the school to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

The school cannot justify a failure to make a reasonable adjustment. Where the duty arises the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for a tribunal to determine ultimately.

The duty is an anticipatory and continuing one that the school owes to disabled pupils generally, regardless of whether staff at the school know that a particular pupil is disabled or whether the school currently has any disabled pupils on roll.

The school understands that it is not expected to anticipate the needs of every prospective pupil but acknowledges that it is required to think about, and take reasonable and proportionate steps to overcome, barriers that may impede pupils with different kinds of disabilities.

The school will not wait until an individual disabled pupil approaches the school authorities before considering how to meet the duty. The school will plan ahead for the reasonable adjustments that may need to be made, regardless of whether the school currently has any disabled pupils on roll. This planning will be included in the school's Accessibility Plan for how capacity to make adjustments will be developed over time.

7. Provision of auxiliary aids and services

The school has a duty to provide reasonable auxiliary aids and services which are required in order to overcome a disabled pupil's disadvantage. These auxiliary aids and services can take many forms, from the provision of wheelchairs to persons engaged to sit with the pupil while the pupil is learning.

The school cannot charge for auxiliary aids and services which are adjudged to be reasonable.

Maintained Schools and Academies

Charging for school services will follow the school's 'Charging and Remissions' policy. The school may not charge unless there is a local authority or governing body policy in place.

A maintained school or academy cannot charge pupils for the following

- an admission application;
- education provided during school hours (including the supply of any materials, books, instruments or other equipment);
- education provided outside school hours if it is part of the National Curriculum , or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- tuition for pupils learning to play musical instruments if the tuition is required as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;
- entry for a prescribed public examination, if the pupil has been prepared for it at the school;
- examination re-sit(s) if the pupil is being prepared for the re-sit(s) at the school .

Reasonableness in the provision of auxiliary aids and services

What is ‘reasonable’ will depend on many factors – including the nature of the aid or service, the size of the school, the funds available, the effects on other pupils, and staff expertise.

In determining the reasonableness of the provision of an auxiliary aid or service the school will take account of:

- the nature of the disability;
- the age, ability and aptitude of the pupil;
- the range of possible adjustments which would substantially improve the disabled pupil’s ability to participate in the life and activities of the school;
- the nature and range of the auxiliary aids and services which might be required to make substantial improvements for the pupil;
- the availability of persons with relevant expertise;
- the likely effect on other pupils and on staff of the provision of possible auxiliary aids and services; – the resources available; and – the finance available.

Decisions about the reasonableness of the provision of aids and services will be made by the Head or the Head’s representative following consultations with the pupil and/or his/her parents.

8. Responsibilities

The ‘responsible body’ of a school is responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

The governing body is the ‘responsible body in this school.

The ‘responsible body’ has determined this policy and delegated the implementation to the Head.

The Head, or a person with delegated duties, will make decisions about the reasonableness of the provision of auxiliary aids and resources.

All staff must co-operate with the school as far as is compatible with their contractual duties in discharging the school's responsibility

9. Training

The school will ensure that staff receive appropriate training, and will keep a log of the training, which will be regularly reviewed.

In particular all staff will be made aware of the requirements of the Act and the implications for the education provision and delivery.

10. Equal Opportunities

In implementing the policy the school will ensure that the requirements of other equal opportunities legislation, regulation and guidance are taken into account.

11. Monitoring and Review

The school will make regular reviews of its practices, policies and procedures to ensure that appropriate reasonable adjustments are made to alleviate the effects of a pupil's disabilities.

The Head will report on the working of the policy to the governing body at least annually.

The policy will be reviewed every two years.

12. Date of next review:

Summer 2023

Appendix 1 ; Examples of simple and effective 'reasonable adjustments'

A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read.

A secondary school runs a buddy system for new pupils, allowing disabled pupils to adapt more easily to a new environment.

A primary/preparatory school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks.

A school provides appropriate training for the disabled pupil and his/her colleagues.

The school provides suitable equipment, or adapts equipment for the disabled pupil. e.g. chairs, desks, computers, minibuses.

The school ensures that teachers are trained to modify instructions or procedures e.g by providing larger print, or material in Braille, or hearing loops.

The school might improve communications for disabled pupils e.g. by providing a reader, or visual as well as audible alarms.

Teachers could be trained to provide suitable alternative work.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The school will address the priorities in the plan in the actions described.

Date approved: 06/06/2022

Date of Next Review: September 2023

Signed: _____ Mrs M Jackson (Chair of Governors) Date: 06/06/2022

Signed: _____ Mr S Pugh (Headteacher) Date: : 06/06/2022

To increase access to the curriculum for children with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
Identify realistic targets for individual pupils, which reflect their needs and the school's high expectations.	Whole school moderation of SEND pupils to identify and agree what is expected progress for SEND pupils. Implement and review it	SENDCo Assessment Lead Class Teachers	Autumn term	Pupils with SEND make at least expected progress from their starting points.	
To enable all pupils, including those with SEND to make maximum progress possible.	Write a provision map for all pupils receiving intervention, including those with SEND. Write, implement and review IPPs for all SEND pupils. Review the progress of pupils receiving intervention at least termly.	Class Teacher SENDCo Assessment Lead Head Teacher	Autumn term Spring term Summer term	Pupils with SEND make expected progress from their starting points.	
Homework activities and home reading books reflect the learning needs of children with SEND and links directly to their IPP targets.	Teachers are to ensure that homework activities and reading books are differentiated to meet children's needs and that all the necessary resources are provided.	Class Teacher	Throughout the year	Pupils with SEND make expected progress from their starting points.	
Individual pupils with social and emotional needs have improved social skills, emotional resilience and behaviour	Provide a range of support for target children that help them effectively address social, emotional and behaviour issues	SENDCo Learning Mentor	Autumn term Spring term Summer term	Target pupils improve their social skills, emotional resilience and behaviour. This has a positive impact on learning outcomes.	
Extend staff knowledge, understanding and skills required to meet the sensory needs of pupils in school.	Staff training on Sensory Processing. Purchase resources to support children with sensory needs. Implement and review the programmes.	SENDCo Teachers Specialist Teacher from Cumbria Virtual school	Autumn term	Feedback from class teachers, pupils and parents highlights a decrease in behaviours and an increase in the pupils' ability to engage with their learning.	

To increase physical access for children/adults with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
To improve pupil behaviour and enhance learning.	<p>Update the school behaviour policy to reflect the cohort of children in school at present and the learning needs of these children.</p> <p>Provide staff training for lunchtime welfare staff with particular regard to the behaviour policy and practice at lunchtimes.</p>	Head Teacher SENDCo	Spring term	Improved Behaviour Reduction in lunchtime incidents. Enhanced Learning	
Pupils with SEND, including physical difficulties, have increased access to activities and games at breaks and lunchtimes.	<p>Provide Young Leader training for a group of KS2 children.</p> <p>Young leader Mentors to co-ordinate physical activities at break times and lunch times.</p>	SENDCo PE Subject Leader	Autumn term Spring Term	All pupils, including those with SEND, access adult led activities and games at breaks and lunchtimes.	
Part of the school is wheelchair friendly. To increase and improve the physical accessibility of the rest of the school.	Identify visitors who may require wheelchair access prior to events such as concerts etc. to enable access to be effectively managed.	Head Teacher SENDCo Site Supervisor Bursar	Throughout the year	The physical accessibility and the safety of pupils, parents and visitors on the school site are improved.	

To increase access to information for children/adults with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
To provide structure to the day for pupils with SEND to ensure smooth transition from one activity to another.	Use visual timetables. Ensure parents and staff are aware of these.	SENDCo Teachers, TAs & welfare staff Parents	Throughout the year	Pupils access learning because visual timetables ensure that there is structure to the day and transition is smooth.	
To increase the 'pupil and parent voice' in relation to learning needs, attitudes to learning and possible barriers to learning.	Children and families to fill in the 'All about Me' profile which will be shared with appropriate staff and will be used to identify individual support needs.	Pupil Parent Class Teacher SENDCo	Throughout the year	Pupils and parents views are taken into account when writing IPP targets	
For pupils to have ownership of their own learning when appropriate.	When appropriate, pupils are involved in writing and reviewing their IPP targets.	Pupil Parent Class Teacher SENDCo	Throughout the year	Pupils are engaged in and have ownership of the IPP process.	
Through good two way communication, parents/carers are well informed about their child's progress and attainment.	Where appropriate implement and use a 'home-school' diary which is shared between school and home on a daily/weekly basis. Invite parents in to discuss & evaluate IPP targets and be involved in setting new targets.	SENDCo Class Teachers TAs	Throughout the year	Communication with parents is good. All parents/carers of pupils with SEND have regular information shared with them.	
Improved communication between school and home to ensure smooth admissions into school and transitions to high school.	Support parents to complete forms when applying for a school place and transition to high school.	SENDCo Office Staff	By the deadline for applying for a Reception place in school and a high school place for Y6.	Parents feel supported when forms need completing. Forms are completed by the deadline. Smooth transitions in place.	