

Hanwell Fields Community School - Accessibility Policy

Approved by Governors May 2015

Review May 2018

Roles and Responsibilities in relation to this policy are as follows:

Assistant SENCo: **Corrine Sherrington**

SENCO: **Emily Gulliver**

Head Teacher: **Harry Wall**

SEN Governor: **Karen Nolan**

Statement

At Hanwell Fields Community School (HFCS), we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims

- To increase the extent to which disabled pupils can participate in the curriculum.
 - To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - To improve the availability of accessible written information.
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1. The HFCS Accessibility Plan has been drawn based upon information supplied in conjunction with parents, staff, governors of the school and will advise other school documents.
 2. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.
 3. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website.

4. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
5. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
6. The HFCS Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
7. The Accessibility Action Plan will contain relevant and timely actions to:
 - a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - b) 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 within a reasonable timeframe;
 - c) Improve the delivery of information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.
8. Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.
9. The Accessibility Action Plan should be read in conjunction with the following school policies, strategies and documents:

Teaching and Learning Policy, SEND report, Curriculum Policy, Equality Objectives, Disability Equality Scheme, Health and Safety Policy, Behaviour Policy, Vision Statement

10. It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.
11. An accessibility audit will be complete by the school to the end of each period covering this plan, in order to inform the development of a new accessibility Plan for the on-going period.
12. Equality Impact assessments will be undertaken as and when school policies are reviewed. *The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010*
13. The Accessibility Plan will be published on the schools website. The Accessibility Plan will be monitored through the Governor Finance Committee.