
	<p align="center"> The Holme Church of England Primary School The Good Shepherd Trust The Good Shepherd Trust, Larch Ave, Guildford, Surrey, GU1 1JY Tel: 01483 910210 Mob: 07899 987027 Accessibility Policy 2025-2027 </p>	
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Date	Review Date	Subject Leader	Governing Body
January 2025	January 2026	Headteacher/INCI Lead	Good Shepherd Trust

Our Christian Vision and Values:

Our Vision

Nourish, Thrive, Bloom

Growing wise, brave, loving children who are nourished from the outset by our values-based community and through God's word. We believe each unique child should thrive through our rich and diverse curriculum and that they should blossom in our care, being fully prepared for their future.

Our Core Christian Values are:

Love: *learning to love ourselves, each other and God.*

John 13:34 "So now I am giving you a new commandment: Love each other. Just as I have loved you, you should love each other."

Courage: *learning to be brave, resilient and determined.*

Joshua 1: 9 "Be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go."

Wisdom: *learning to make wise choices in all areas of life.*

Proverbs 8:11 "For wisdom is far more valuable than rubies. Nothing you desire can compare with it."

Rationale:

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Aims:

At The Holme Church of England Primary School we aim:-

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- To advance equality of opportunity to all regardless of ability or disability.
- To foster good relationships between the whole school community regardless of ability or disability.

Guidelines:

This Accessibility Plan has been drawn up in consultation with the pupils, staff and governors of the school and covers the period from September 2019 – September 2022.

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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/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:

- 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) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The School's Context:

We are a Church of England Primary School, an academy of The Good Shepherd Trust, for children aged 4yrs to 11yrs. The school comprises of one building covering a larger than average sized site, of one or two storey construction.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The Disability Discrimination **Act 2010**
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted and SIAMS inspection frameworks

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion
- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are those without a disability. (If a school fails to do this then they are in breach of the Equality Act 2010). 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 the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the quality of written 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 various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Targets	Strategies	Outcome	Timeframe	Progress
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at LC Meetings.	Clerk to LC to add to list of required documents for Term One.	Adherence to current legislation	Annually	Standing item on the LC agenda
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for Governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	Training to be ongoing.	SENCo and Inclusion Lead now two roles increasing capacity Twice half termly TA briefing with Inclusion team Staff meetings SENCo Circle Hampshire Inclusive Schools network Trust network meetings
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors	Policies reflect adherence to current legislation	Ongoing	Ongoing policy-review schedule inline with DfE guidance
Physical Environment				
Ensure that all areas of the school building and grounds are accessible	SEN staff to complete an annual audit of accessibility to the school	Any modifications needed will be agreed	Ongoing. Linked to Health &	School building and grounds not all fully accessible due to unalterable

for all children and adults or that alternative arrangements are in place. Continue to improve the access of the physical environment for all.	building and grounds and make an action plan if required. Governors to check action plan and monitor, evaluate and review the process.	by the GST and funding made available to enable them to be made and ensure access for all.	Safety audits.	stairs. However, we are able make changes if needed to classes, eg when Y4 pupil hurt leg, ensured no need to use stairs. Movement of classrooms if necessary.
Ensure that any proposed 'new build' project is physically accessible to everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	In line with any new build project.	NA to date

Curriculum				
Teachers to be trained in addressing the needs of different aspects of SEN pupils.	Review the needs of individual pupils and provide relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with specific needs and time.	Ongoing and as required.	Precision Teaching SALT Dyslexia/ASD friendly classroom training SLA with Ed Pysch Links with the Primary Behaviour Support service ELSA, Pet therapies
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing and as required.	Adjustments are made to ensure that all pupils have access to out-of-school activities.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the independence and participation of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example access to ICT.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. Ongoing.	Adjustments are made to ensure that all pupils have access to classroom activities.
Access arrangements to meet the needs of individuals when taking tests etc. will be applied for and support provided as necessary.	HT/AHT in collaboration with SENCo and CT will ensure that access arrangements are applied for and appropriate adjustments and support are provided in order to access	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	As required.	Access arrangements are in place in line with testing procedures.

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Written/ Other information				
Make available, school newsletters, and other information for parents/carers in alternative formats.	Convert written documents to make them accessible as required or by request.	Those with individual needs have full access to information about the school and are kept well informed.	Ongoing and by request.	Parents/carers have full access to documents required to keep them well informed about the school. Supported EAL Parents. Support given to parents with poor literacy skills
To continue improving communication for any hearing impaired member of the school community.	To ensure that adjustments are made for these members of the school community to be kept well informed.	All members of the school community are able to access verbal information.	Ongoing and by request.	Liaison with Teacher for the deaf. SENCo currently looking into Teaching and supporting children through the use of BSL

Lead member of staff:	Headteacher/SENCo/Inclusion Lead		
3-year period covered by the plan:	2025-2027		
Plan Review:	January Annually		
Headteacher:	Sarah Stevenson		January 2025
SENCO/INCo :	Vanessa McMillan/Jo Lawrance		January 2025
Chair of Local Committee	Alex Kemp		January 2025

Next Review Date:

September 2025