School name: Harper Bell Seventh-day Adventist School

3-year period covered by the plan: 2018-2021

Plan agreed: ___ December 2019 __________________

Plan Review: __ Ongoing Fully review December 2021 ________________________

Lead member of staff: SENCo

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 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.

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.

Context
Harper Bell Seventh-day Adventist School has been described as a school where “Pupils have enthusiastically embraced the school’s values of Love, Learning and Laughter and these three words characterise the school throughout the day.” Ofsted 2017
The mission of the school is to help each child to receive a balanced intellectual, spiritual, social, cultural, emotional and physical education. This is in harmony with our denominational standards and ideals. With God as the source of all moral value and truth we aspire to prepare our pupils for life.

Inclusivity
Harper Bell Seventh-day Adventist School is a school which prides itself in being an inclusive school. We are committed to support children with Special Educational Needs and Disabilities where needs can be reasonably met within a main stream setting.
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 (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

Special Educational Needs and Disability
At Harper Bell Seventh-day Adventist School we identify having Special Educational Needs when the learning or disability is different from or additional to what would be normally available to pupils of the same age.

At Harper Bell Seventh-day Adventist School we identify the main areas of need as
- Communication and Interaction Needs
- Sensory and/Physical Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Difficulties

We have a single category of Special Educational Needs support determined through
- Universal Support - differentiation in class
- Targeted Support – through a specific intervention/targeted teaching
- Specialist Support- with external specialist services

All staff are committed to providing Quality First Teaching which takes into account the level and needs of the individual pupils.

For further information please refer to School Local Offer (SEN Report) and Special Educational Needs Policy.

Equality and Equal Opportunities
Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

For further information please refer to the School’s Equality Policy, Supporting Pupils in School with Medical Conditions Policy and Disabled Access Policy.

The Special Educational Needs Disability Act 2001 defines disability as people who have any of the following:
- chronic illness such as asthma, epilepsy and diabetes
- medical conditions
- Asperger’s Syndrome/Autism Spectrum Disorder
- special learning difficulties
- physical disability

as well as any other conditions which affect people’s ability to study.
For further information please refer to the School’s Supporting Pupils in School with Medical Conditions and Disabled Access policies.

Providing Access for disabled people

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for disabled people. We are committed to improving access within the limitation of the physical structure of the buildings and other resources to provide access to our buildings, facilities and curriculum for all those who wish to access them. Periodically we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

- To identify barriers to access, to regularly review the school premises and to produce an accessibility plan.
- To make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way.
- To anticipate the needs of pupils, school personnel or visitors before they join the school.

Purpose of the Accessibility Plan

This plan shows how Harper Bell Seventh-day Adventist School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Areas of planning responsibilities

It is the schools’ duty to provide reasonable adjustments in its day to day operation to ensure we are as accessible as is possible.

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
• Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

• and a disabled toilet is available.

At present we have no wheelchair dependent pupils or staff but we have extended families of children who access school for performances and events.

**Current Range of Known Disabilities**

The school has children with a range of disabilities which includes moderate and specific learning disabilities.

We have no children with Hearing or Visual Impairments. A small number of children have medical needs e.g. asthma. Two children diagnosed with Autism. One child diagnosed with ADHD. One child with Cerebral Palsy. One child with a heart condition. One child with Bilateral Blount's Disease with Genu Varum.

There is no one currently in a wheelchair. One child will wear leg gaiters and boots for part of each day from Spring Term 2019. She has a care plan and all immediate staff are aware of her condition and needs having been trained by her physiotherapist.

**Increased access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every need within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

**Improving access to the physical environment of the school**

Harper Bell Seventh-day Adventist School continues to develop its outside areas to ensure outdoor learning takes place.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools’ improvement planning process is the vehicle for considering such needs on an annual basis.

We ensure that all disabled pupils can be safely evacuated. One current pupil is to have a Personal Emergency Evacuation Plan (PEEP) in Spring Term 2019 overseen by the Physical Difficulty Support Service. All staff will be aware of their responsibilities under this plan so that all pupils and staff working alongside will be safe in the event of a fire. SENCo will
oversee the reviews of such plans at the start of each school year as classroom changes are made.

**Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to those that are disabled. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools’ ICT infrastructure will enable us to access a range of materials supportive to need.

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategies</th>
<th>Time-scale</th>
<th>Responsibility</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review information to parents/carers to ensure it is accessible.</td>
<td>Provide information and letters in clear print in &quot;simple&quot; English and provide enlarged clear print for people with visual impairment. Provide braille copies for any blind parents and pupils. School office will support and help parents to access information and complete school forms. Ensure website and all documents are accessible via the school website for specific needs.</td>
<td>During induction</td>
<td>Office</td>
<td>All parents receive information in a format that they can access and understand the headlines of the school information.</td>
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<td></td>
<td></td>
<td>On-going</td>
<td>Office and website design team</td>
<td></td>
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<tr>
<td>Guidance to staff on dyslexia and accessible information.</td>
<td>On-going</td>
<td></td>
<td>Inclusion Manager</td>
<td>Staff produce information for children that is accessible and</td>
</tr>
<tr>
<td><strong>Annual review information to be as accessible as possible.</strong></td>
<td>EHC plans and reviews are child-friendly</td>
<td>On-going</td>
<td>Inclusion Manager</td>
<td>Staff are more aware of pupils preferred methods of communication</td>
</tr>
<tr>
<td><strong>Languages other than English is visible in school</strong></td>
<td>To make all Welcome signs multi-lingual where appropriate and to ensure that they include the language of the school</td>
<td>On-going</td>
<td>EAL /Inclusion manager</td>
<td>Confidence of parents to access their child’s education.</td>
</tr>
<tr>
<td><strong>Provide information in other languages for pupils or prospective parents who may have difficulty with hearing or language.</strong></td>
<td>Access to LA translation service, sign language, interpreters to be considered and offered if possible.</td>
<td>As required</td>
<td>Inclusion Manger</td>
<td>Pupils and or parents feel supported and included</td>
</tr>
<tr>
<td><strong>Provide information in simple language, symbols, large print and braille for prospective pupils, parents or carers who may have difficulty with standard forms of printed information.</strong></td>
<td>Ensure that website is fully compliant with requirement for access by person with visual impairment. Ensure that the prospectus is available on the school website when updated.</td>
<td>On-going</td>
<td>Office</td>
<td>All can access information about the school.</td>
</tr>
</tbody>
</table>