

**Our visions and values:**

- Protecting children's right to play learn and have a voice.
- Keeping parents involved in children's development
- Governors and staff leading the way on quality
- Working partnership with health professionals and schools
- Being ethical, respectful and tolerant


## Accessibility plan for Church Hill and Low Hall Nursery Schools

<b>Status</b>	Statutory
<b>Statutory review timetable</b>	3 years
<b>Responsible governors</b>	Premises Committee
<b>Last review date</b>	Spring 2022
<b>Date of next review</b>	Spring 2025
<b>The policy is available for staff at:</b>	School offices and shared drive
<b>And for parents/carers at:</b>	School website

### Policy audit

Version	Revision date	Revised by	Section revised
V1	March 2019	Helen Currie	none
V2	January 2022	Helen Currie	actions

### Approval for premises committee

Name	Signature	Role	Date
Pauline France		Chair of Governors	23.2.22

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Our school aims to treat all its **children** fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. **Our SEND Offers, reviewed annually, set out how we do this at the moment, including the agencies we work with:**

<https://www.fans.waltham.sch.uk/church-hill/send-offer>


and

<https://www.fans.waltham.sch.uk/low-hall/send-offer>

This plan to increase participation will be made available online on the school website, and paper copies will be available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This accessibility plan combines reports into the accessibility of our buildings and practice which

were specially commissioned from  with the day to day practice of listening to our children, parents, carers, staff, governors and visitors and answering their needs as they emerge. The implementation of the plan will be done in collaboration with those stakeholders, as well as local sources of expertise including our contacts at Whitefield School (autism, global delay), Brookfield House School (physical disability), E17 (for hearing impairment) and Joseph Clark School (for visual impairment).

If you have any concerns relating to accessibility in school, please use the Listening to learn process, displayed on posters in our schools and on our website, and if the concern becomes a complaint, follow our Complaints Policy and Procedure which you can read on our website or see a hard copy of if you ask in one of our Reception Offices.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for children with a disability	<p><i>Our schools offer a differentiated curriculum for all children, using tailored resources.</i></p> <p><i>SEND Offers are reviewed and published annually.</i></p> <p><i>SEND Reports are published annually.</i></p> <p><i>Equalities Objectives Reviewed annually.</i></p> <p><i>We start the conversation with parents to understand their children's needs at Waiting List stage, and continue to be alert throughout the admissions process and while they are here.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Targets are set effectively and are appropriate for children with additional needs; progress and development are tracked for all children.</i></p>	<p><i>Teacher training and expertise meets statutory requirements and good practice standards.</i></p>	<p><i>Establish bespoke EYFS assessment for those children with SEND for whom the new 21/22 EYFS assessment is unhelpful</i></p>	<p><i>Helen Currie, Lindsay Read, Pat English, Naline Sabaroche</i></p> <p><i>Naline Sabaroche</i></p>	<p><i>Summer 22</i></p> <p><i>Tbc (May 2022)</i></p>	<p><i>Template ready for trial</i></p> <p><i>Qualification</i></p>

	<i>The implementation of the curriculum is reviewed at least every half term to ensure it meets the needs of all children.</i>					
<p>Improve and maintain access to the physical environment and the delivery of information to children and visitors with a disability</p>	<p><i>Audits of the buildings and how we provide information were undertaken by Direct Access Consultancy in December 2013 for Church Hill and March 2017 for Low Hall. We have been working through the action plans since then.</i></p> <p><i>For Low Hall we followed plans drawn up by AOC architects practice to make our building accessible. In the summer of 2021 floors were redone to create a greater contrast visually between floor and furniture, a disabled toilet was installed and doorways were widened and painted to contrast. Our remaining piece of work will be to ensure that the gate from Low Hall Lane and our main entrance gate are accessible. Our new egress exit 1 accessible in part but switches will need to be lowered.</i></p> <p><i>For Church Hill we have commissioned scoping of minor improvements to the buildings.</i></p>	<p><i>Improve the Accessibility of both school buildings</i></p>	<p><i>Both schools: complete working through the Audit Action Plan. This will include explaining why some actions have not been taken.</i></p> <p><i>Specifically: add Hearing Induction Loops</i></p> <p><i>Low Hall: stakeholder consultation for the proposal</i></p> <p><i>finalise the project plan</i></p> <p><i>raise the money</i></p> <p><i>manage the work</i></p> <p><i>Church Hill: stakeholder consultation for the proposal</i></p> <p><i>finalise the project plan including sound dampening for dining room</i></p>	<p>Hasina Rashid (buildings) Alison Emmett (information)</p> <p>HC/HR</p> <p>HC/AE</p> <p>HC/HR</p> <p>HC/AE</p> <p>HC/HR</p>	<p>Autumn 2019 Premises Committee</p> <p>Autumn 2023</p> <p>Summer 2023</p> <p>Autumn 2023</p> <p>Summer 2023</p> <p>Autumn 2023</p>	<p>By Autumn 2023 both buildings will be fully accessible.</p>

	<p><i>A recent inspection highlighted the need to put stickers on the furthest window in the min classroom and to reduce the lip between the floors and the sliding doors in the main classroom.</i></p>		<p><i>raise the money manage the work</i></p>			
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved the Premises Committee of the Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Behaviour Policy, *Getting Along Together*

SEND and Equalities Policy, *Different But Equal*

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

..... End.....