



Our vision is to create an inclusive, friendly, safe and engaging learning environment which is grounded in our Christian values, enabling children to navigate obstacles, fulfil their potential and extend their horizons.

We value all members of our school community and encourage their individual talents and personalities so that each can shine in their own way.

Policy Name	Accessibility Plan 2023-2026
Date written:	January 27 th 2017
Date of last update/review:	March 18 th 2024
Date agreed and ratified by Governing Body:	March 18 th 2024
Date of next full review:	March 2025
Signed by head Teacher: (Jodi Hacker)	
Signed by Chair of Governors: (Simon Curd)	

ACCESSIBILITY TO LEARNING					
A) Increasing The extent to which disabled pupils can participate in the school curriculum					
Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress
Continue to ensure equality of access for all pupils and prepare them for life in a diverse society.	Hawkhurst CEP is a fully inclusive educational environment where we celebrate diverse features.	Ongoing Reviewed annually.	SENCo and SLT	All pupils feel included in everything we do and play an active part in school life. Differences are celebrated.	The school continues to be fully inclusive.
Use data to improve the ways in which we provide support to individual and groups of children.	All pupils make good progress from their starting points. Progress of vulnerable groups is equal to the rest of the pupils.	Ongoing Reviewed termly.	SENCo and SLT	All pupils make good progress which is tracked through termly NTS assessments. All data is shared with the Curriculum & Learning Committee.	Gaps are highlighted during PPRs and teachers have put in place Shine interventions where needed. These are continually monitored.
Monitor achievement and progress data by ethnicity, gender and disability and action any gaps.	All ethnic groups, those with disabilities and both boys and girls make good progress.	Ongoing Reviewed termly.	SENCo and SLT SEM Governor	Progress data shows equality by ethnicity, gender and children with SEN/vulnerable groups.	
Take account of the achievement of all pupils when planning for future learning and setting challenging targets.	All pupils make good progress and are challenged by their targets.	Ongoing Reviewed termly.	SENCo Class teachers	Teachers/Tas have high expectations for all pupils, regardless of gender, race, disability.	

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Continue to identify staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, aids and other assistance.	Staff feel empowered to teach all vulnerable children. Pupils make good progress.	Ongoing Reviewed termly	SENCo Headteacher	Training courses made available to all staff to ensure teachers and support staff are aware of a range of special needs and disabilities.	We now have a folder in the staffroom with details of all relevant upcoming courses. Staff are told about any available training in our weekly whole staff meetings. Parents and pupils have been involved and engaged with the neuro diverse pathway
Identify pupil peer support mechanisms and ensure that pupils have a voice in decisions that affect them.	Pupil voice is central to school life and informs policy and practice.	Ongoing Reviewed annually.	SENCo SLT Governors	School Council Surveys Time to Talk Place 2 Be Fegans Peer Mediators	Fegans have been unable to find us a counsellor yet. Time to Talk is very busy and working well (children talked to a governor about this in our monitoring visits.
Enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.	All pupils are able to participate fully in the school's curriculum.	Ongoing Reviewed annually.	SENCo SLT	School working towards a Nurture UK accreditation	Nicki Poland and Kate are putting together the final pack of evidence towards accreditation.
Continue to seek to involve all parents in supporting their child's education.	All parents see themselves as partners in their child's education and support children's learning.	Ongoing Reviewed annually	SENCo Governors SLT Parents	All parents work in partnership with the school to bring better outcomes for pupils. This includes all parents with EAL.	
Use specific strategies such as flexible	The attendance of vulnerable groups	Ongoing Reviewed annually.	SLT FLO	Attendance for all groups improves. All	We are working with Holly Deasy to improve the

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timetabling, nurture groups, counselling provision, access to therapy, P2Be, Fegans, FLO, to enhance attendance and participation.	improves. All pupils participate in a range of activities.		Governors	pupils from vulnerable groups participate in a range of clubs and activities.	attendance of some of our persistent absentees (who are largely from more vulnerable groups ie PP). Lunch club has helped a few children feel more confident about lunch times.
Consider how liaison, increased communication and relationships with external agencies support and enhance pupils' access to the curriculum and how this is monitored.	Advice and support from external agencies support pupils well to make progress.	Ongoing Reviewed annually	SENCo Headteacher	External agencies support pupils effectively.	We regularly use support from Attendance, Ed Psychology, Specialist teaching service. This has had a positive impact on inclusion
Consider how classroom/group organisation has been targeted to ensure that all pupils achieve increased levels of school success.	All pupils make good progress.	Ongoing Reviewed annually	Teachers SENCo	All pupils thrive because their environment meets their needs. All classes to be set up for Zones of Regulation and all classes to have a calm area which children can access.	All classes use ZoR and have access to a calm corner.
Ensure all disadvantaged pupils continue to make progress in line with their peers in school and with national average.	Pupil premium pupils make progress in line with school and national averages.	Ongoing	SENCo Teachers SLT	Progress data Pupil surveys	

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Ensure that attendance is good for all pupils.	Attendance to be over 95% for all groups of pupils.	Ongoing	All stakeholders	Attendance data	
THE PHYSICAL ENVIRONMENT					
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services					
Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress
Ensure that all building work has considered Accessibility guidance. Share accessibility toolkit with relevant personnel and contractors to ensure any works maintain or improve accessibility.	DDA is maintained or improved.	Ongoing	Headteacher Site Manager	Ongoing improvements in access to all areas where feasible when undertaking routine and maintenance works. Path to be installed leading up to Forest School	
Ensure all disabled pupils can be safely evacuated	Disabled children can be safely evacuated from the building	Ongoing as any disabled pupils are admitted	SENCo Headteacher Site Manager	Successful evacuation during fore drills.	All children and staff can exit the building safely and quickly

ACCESS TO INFORMATION					
c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled					
Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress
Ensure equal access to information for parents, regardless of disability or internet access. Monitor written information (including reports) to ensure accessibility to a wide range of diverse needs and abilities.	All parents feel equally informed and included.	Ongoing	SENCo Office Manager	Parent surveys Stakeholder requests to school office	
Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.	All parents feel equally informed and included.	Ongoing	SENCo School office	Parent surveys Stakeholder requests to the school office	

RACE					
d) Promote attitudes and values, including identified British values, that will challenge racist and other discriminatory behaviour or prejudice					
Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress
Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.	Pupils are proud of their backgrounds and celebrate their diversity.	Ongoing	SENCo, SLT, Governors	Pupil and parent surveys. Teacher communication. Assemblies	
Review attainment levels of pupils from different racial backgrounds.	Pupils with EAL and of different ethnic origin make as good progress as all other pupils.	Ongoing	SENCo DSL SLT	Data and pupil progress reviews. Curriculum & Learning Committee	
Record racist incidents and report them to the LA on a regular basis.	Incidents of racial prejudice are reduced.	Ongoing	SENCo DSL SLT	Pupil and parent surveys Records in school	
Review extra curricular clubs and activities to ensure that there is equality of access for all pupils.	All pupils have equality of access to all opportunities.	ongoing	SENCo Club leaders	Pupil and parent surveys Feedback to school	Children are consulted over what clubs they would like included
Ensure that all new staff are employed with regard to equality of opportunity regardless of colour, race or background.	Staff reflect a range of diverse ethnic backgrounds, colours and genders.	Ongoing	SLT Governors	Staff surveys Open access recruitment Personnel policies and due diligence	

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Ensure that displays and resources reflect diversity.	Displays and resources reflect diversity whilst promoting British values.	Ongoing	SLT Governors	Learning walks External visitors	
GENDER					
Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress
Continue to investigate any disparities in performance of these groups.	All groups make similar progress. Gaps in attainment are reduced.	Termly pupils progress reviews	SENCo SLT Governors	Pupil progress reviews	
All new and existing policy, procedures and practices to undergo gender equality. Impact assessment on pupils, staff and parents, in particular, the attainment levels of girls and boys.	All groups make similar progress. Gaps in attainment are reduced. Teaching style is suited to pupil learning styles.	Ongoing	SENCo SLT Governors	Policies Quality First Teaching	
Ensure all new staff are employed with regard to equality of opportunity, regardless of gender.	The school offers a good mix of both male and female role models.	ongoing	SLT Governors	Fair recruitment process and adherence to Personnel Policies	