

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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### **School Context**

Amherst School (a stand-alone academy) is a larger than average-sized, three form entry junior school. (Key Stage 2) Majority of the pupils are from White British backgrounds, the rest representing a wide range of other ethnic groups. The current proportion of pupils with special educational needs and/or disabilities 13.6% (51 children). We have 6 children (1.5%) with an EHCP. Our profile is one of a school receiving increasing numbers of children with complex needs. As a school we have identified children who are not on the SEN register but still require additional support/provision. We categorise those children as School Provision. Pupils for whom English is an additional language (11%). Pupils come from varied social circumstances; less than the national average receive free school meals (4%). The school has historically been oversubscribed.

Attainment at the end of KS1 is extremely high. Year 3 intake 2019: **Reading** Expected or above 96% (National 2018 75%), Greater Depth 60% (National 2018 26%), **Maths** 92% Expected or above (National 2018 76%), Greater Depth 47% (National 2018 22%), **Writing** 80% Expected or above (National 2018 70%), Greater Depth 28% (National 2018 16%) Attainment at the end of KS2 is also high although progress measures above the national average are a challenge. This is dynamic recognised by Ofsted in Junior schools.

The school runs a Breakfast (7.30am – 8.30am) and an after school club (3.30pm – 6.00pm). There are also privately run breakfast and after school clubs that children attend. The school runs approx. 45 extracurricular activities each week from 8.00am – 8.45am, lunchtime and 3.30 – 4.30pm. Extra-curricular provision is outstanding and is seen as an extension of our curriculum. Music and PE are strengths of the school. The school is very active in competing in a wide range of inter school competitions throughout the year.

Amherst is situated in an area where Kent Test selection takes place in Year 6. The school's aim is that the children attend the type of secondary school to which they are best suited academically and socially. The school feeds 20+ secondary schools of all categories and a high proportion of children (approx. 50-60%) move on to grammar schools.

Parental support is exceptional. Parents are welcome to help in school with clubs, hearing readers and assisting with educational visits. There is an active PTA, which raises approximately £30,000 per annum and provides fundraising events but also fun events for the children to attend.

## **School Values**

### ***Inspire Every Pupil***

The staff and governors of Amherst School strive to provide an environment within which children are able to fulfil their potential in all areas. All members of the school are given clear guidelines on what is right and what is wrong, and what is and what is not acceptable behaviour.

Children should be able to regard the school as a place where there is a caring atmosphere and where they are safe. Should they have anxieties over work, relationships with peers or other concerns, they should feel that they are able to approach a member of staff to express their concerns. At Amherst School we have six values and six simple school rules attached to each value:

#### **The six Amherst values and rules:**

##### **Trust**

We will act responsibly and honestly to earn the trust of each other at Amherst School.

##### **Kindness**

We will treat everybody and everything with care and respect at Amherst School.

##### **Determination**

We will work hard to do our best even when things are difficult.

##### **Politeness**

We will be well-mannered and courteous towards everyone at Amherst School.

##### **Fairness**

We will treat everyone as our equal (s) at Amherst School.

## **Cooperation**

We will all work together to include each other as a team at Amherst School.

Amherst's purpose is to Inspire Every Pupil to:

- Be their best
- Develop individual talents and passions
- Explore, innovate, enjoy and excel inside and outside the classroom
- Make a positive contribution for themselves, family, friends, school, community and the wider world
- Be healthy and stay safe

Amherst is a caring, nurturing environment to enable every pupil to develop into a rounded, confident individual, well prepared for secondary education and beyond. We foster excellent relationships with Riverhead Infants' School (our feeder school) and local secondary schools.

Amherst's values guide the achievement of the twin goals of educating each child to a high academic standard and providing opportunities to flourish outside the classroom:

- Mutual respect, honesty and trust
- Nurture the desire to excel and experiment
- Celebrate individual talents

The principle of mutual respect is fundamental to the ethos of life at Amherst and is the common moral thread linking all we do. We enlighten pupils to develop their self-worth and individual skills to the maximum while remaining strong team players and being understanding and respectful in their communication and attitudes with others.

To nurture in every child the instinct to experiment and excel, we remove the barriers of peer pressure that may discourage children from trying something new. We inspire pupils to overcome their fears and encourage them to participate in a range of activities and clubs. Our culture of opportunity and participation is constant throughout our pupils' Amherst years.

Amherst recognises that every child is a unique individual and provides group and individualised teaching to encourage all pupils to fulfil their academic potential. Pupils are also given opportunities beyond the curriculum in creative arts, sport, hobbies, drama and music to allow them to experience success and to discover passions and strengths.

Our children are the future and it is vital that we assist them to develop life skills to play their part in caring for people, our communities and the planet. Beyond the school gates, Amherst strives to create opportunities for pupils to work with local and global charities and causes, involving them in a variety of activities. Pupils are also encouraged to join external clubs and organisations to further their participation and development in specific talents and passions e.g. sport, music, drama.

The accessibility plan will be made available online on the school website, and paper copies are 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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	Improve curriculum resources	<p>Complete an audit of the curriculum to ensure resources include examples of people with disabilities.</p> <p>Monitor the academic performance of pupil with a disability</p>	<p>Subject leaders</p> <p>Headteacher and SENCO</p>	<p>Spring 2022</p> <p>Continuous</p>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• One lift in place to manage transition from Year 5/6 to the hall</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Excellent Care Suite in place</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Maintain a high quality DDA compliant school environment	<p>Continue to ensure all equipment is well maintained and serviced.</p> <p>Continue through H and S monitoring to ensure that the school remains DDA compliant.</p>	<p>School Business Manager</p> <p>Site Manager</p> <p>Headteacher</p>	Continuous

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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Respond effectively to the individual needs of pupils to ensure they can access all information</p>	<p>Ensure all new and current pupils have the needs met.</p> <p>Provide any staff training that is appropriate.</p> <p>Purchase or access from LA, equipment needed to support a child's needs.</p>	<p>SENCO Headteacher Class teachers Teaching Assistants</p>	<p>Continuous</p>