

Hatfeild Primary School

Accessibility Plan



This policy has been written with reference to the Equality Act 2010.

Review: Annually

Signed: _____ Chair of Governors

_____ Headteacher

_____ Member of Staff Responsible

Date: _____ Date of Next Review: December 2022

At Hatfeild Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Hatfeild Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hatfeild Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Hatfeild Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Critical Incident Plan
- Health & Safety Policy
- School Improvement Plan
- SEND Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each

period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Body Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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.

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ACCESSIBILITY PLAN

Action Plan A – Improving Physical Access

Ref	Action/Provision	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Wheelchair access to upper main school building from KS1	Lift to be used. Lifts are to be regularly serviced and maintained.	On-going		New build costs		CT/HT/SBM/SENCo. HT/CT All staff All staff All staff All staff
2	Disabled parking	Spaces to be provided	On-going		New build costs		
3	Disabled Toilet	Disabled toilet in KS1, KS2 and ARP areas of the school. These are to be kept easily accessible and clutter free.	Ongoing		New build costs		
4	Corridor	Keep corridors clear from obstructions.	Ongoing		None		
5	Teaching Areas.	These are kept clutter free and easily accessible to all.	Ongoing		None		
6	Outside environment.	Ramps to allow access to outside doors in KS1 (one class per year group) and to main entrance and playground 1 door. Areas kept clutter free and accessible to all.	Ongoing		None		

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Action Plan B – Improving Curriculum Access

Ref	Action/Provision	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND/ EAL/G&T/disabled pupils.	Continuous cycle	High	SLT		SLT SENCo/HLTA/HT SLT
2	Interventions programmes to support progress in learning.	SENCo to continue to monitor and audit interventions in place and, where necessary, introduce new or amend current support.	Continuous cycle	High	Resourcing costs of identified areas to develop		
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to regularly carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Continuous cycle	High	Possible resource implications where gaps are identified		

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Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable		HT/SENCo./EAL Co-ordinator
2	Review school documentation to check accessibility for parents with English as an Additional Language	The school will review formats – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable		HT/SENCo./EAL Co-ordinator
3.	To ensure that register of pupils with additional needs are updated and circulated to all staff termly	All staff receive appropriate training to support children's additional needs.	Ongoing		Via school nursing team.		HT/SENCo/School Office/School Nursing Team
4.	To ensure that healthcare plans for children with more complex medical needs are appropriate and up to date.	Health Care Plans are written in collaboration with family and SENDCo (or school Nurse if an initial plan) and all relevant staff are informed and appropriately trained.	Ongoing		Via school nursing team.		HT/SENCo/School Office/School Nursing Team
5.	Information regarding particular needs of vulnerable children is shared with relevant professionals to support inclusion.	Weekly meetings involving HT and 2 x AHT to be held and actions taken as necessary. Information securely and confidentially passed to relevant professionals.	Ongoing		None		SLT/EWO/