



Come as you are and leave as a champion

Accessibility Plan

Hempstalls Primary School



Approved by:

[Name] Governing
Body

Date: [Date] Autumn Term
2023

Last reviewed on:

Autumn Term 2023

AAims

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.

The 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 to 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.

This policy complies with our funding agreement and articles of association.

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

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the Curriculum Access at Hempstalls Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	September 2019 <u>Immediate</u>	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	<u>Immediate</u> September 2020	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases with the support of ATTEND.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	<u>Immediate</u> September 2019	Increase in access to the National Curriculum
Training for	Provide training for	Whole school	<u>Immediate</u> September	Society will benefit

Awareness Raising of Disability Issues	governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	community aware of issues relating to Access	September 2019	by a more inclusive school and social environment
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Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Immediate September 2019	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Immediate September 2019	Delivery of school information to parents and the local community improved

Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	<u>Immediate</u> September 2020	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	<u>Immediate</u> Sep-2020	School is more effective in meeting the needs of pupils.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Priority	Activity	Timescale
Ensure that relevant staff understand how to use and maintain individual pupils' specialist audio equipment	liaises with specialist service providers to ensure that information is provided to pupils with a disability in a variety of ways	<u>Immediate</u> Sep 2020
Investigate the possibility of installing a hearing loop in the main reception and small office area to ensure all HI impaired pupils, parents and visitors	Our school uses a range of communication methods to ensure information is	<u>Immediate</u> June 2021

can access information	accessible	
Investigate the possibility of installing a visual indicator on the school bells to support HI pupils	To ensure that all pupils are aware of routines and changes in routines throughout the school day	<u>Immediate June 2024</u>
To ensure that all children are able to have full physical access to resources – looking at taller and smaller children-, larger children etc as well as children with SEND	Ensure that the school environment is adapted to the needs of pupils as required including classroom equipment	<u>Immediate Jan 2024</u>
Ensure that all classrooms are equipped with a range of materials and resources to support learning. Displays (including aids for learning) are labelled in a font size where possible which can be read easily by VI pupils. Curriculum information for students is provided in a variety of ways and pupils can use a variety of ways to record their learning depending on needs.	All pupils should have access to appropriate curriculum resources within each classroom.	<u>Immediate Jan 2024</u>
Improve signage around the site to ensure that all entrances, classrooms and toilets are easily identified and accessible	To ensuring that the school environment is adapted to the needs of pupils as required	<u>Immediate March 2024</u>
Accessible Car Parking	Car Parking Bay available	<u>Immediate September 2019</u>
Staircases	There is access to the main school entrances and departments without the use of stairs.	<u>Immediate September 2019</u>

This document is reviewed every 4 years, but may be reviewed more frequently if necessary. It will be approved by the Governing Board.

Links with other Policies

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

- ✚ Risk Assessment Policy
- ✚ Health and Safety Policy
- ✚ Equality information and objectives (public sector equality duty) statement for publication
- ✚ Special Educational Needs (SEN) information part
- ✚ Supporting pupils with medical conditions policy