



**Huntington
Community Primary School**

Accessibility Policy and Plan (2019-22)

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Statement of intent

Huntington Community Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of Governors	Date: _____

Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- Equal Opportunities Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Nursery Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administration of Medicines Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Strategic Improvement Plan
- GDPR Data Protection Policy

Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The Headteacher, in conjunction with the Premises and Health & Safety Committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The Premises and Health & Safety Committee will be responsible for monitoring the Accessibility Plan.

The full Governing Body will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The Headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the Headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The Headteacher, Governing Body and SMT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCo will work closely with the Headteacher and Governing Body to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions; for example, understanding how to administer insulin.

Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equal Opportunities Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The Accessibility Plan will be presented as a freestanding document.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. To support this process, an access audit will be undertaken by the Governing Body and SENCo every three years.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The Accessibility Policy and Plan will be published on the school website.

The school will collaborate with the LA in order to effectively develop and implement the plan.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Nursery Admissions Policy and with CWAC's Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of pupils with an EHCP and other pupils with SEND are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their educational, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Class teachers and the SENCo will work together to create/adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical Education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The classteacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

Specialist resources can be made available to pupils with visual impairments, such as large print reading books.

Teaching assistants are deployed to implement specific English, Maths, speech and other programmes.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

There is provision for nappy changing.

Wide doors are fitted throughout the school to allow for wheelchair access.

The corridor flooring and lighting is designed to support those who are visually impaired.

Monitoring and review

This policy will be reviewed on a three-yearly basis or when new legislation or guidance concerning equality and disability is published.

The Governing Body and Headteacher will review the policy in collaboration with the SENCo.

This policy will be reviewed in November 2022.

Appendix A – Accessibility Plan 2019-22

PLANNING DUTY 1: CURRICULUM

Governing Bodies must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Identified Area	What will we do	Who	When	Monitoring / evidence
Short term	Provision of a broad and balanced curriculum that engages all pupils, including those with SEND.	<ul style="list-style-type: none"> • Ensure all staff have been provided with training to enable early identification and referral to SENCo of pupils with SEND. • Ensure all staff receive regular, high quality training to facilitate curriculum access for pupils with SEND. • Implement appropriate classroom support and interventions for pupils with SEND. • Differentiate learning activities to meet the needs of all pupils (while ensuring appropriate challenge). • Review the attainment of all pupils and pupil groups on a termly basis. 	SENCo Headteacher SENCo / Teachers Teachers	Feb 2020 & ongoing	Monitor Feb/July 2020 Evidence: <ul style="list-style-type: none"> • Training records • Pupil Progress Meeting documents • Evidence from monitoring of teaching and learning (lesson planning and observations, learning walks, workbook scrutiny) • SEND documentation
Medium term	Access for SEND pupils to educational visits (including residential visits)	<ul style="list-style-type: none"> • Conduct site visits prior to all residential visits, to ensure pupils with a disability can participate as fully as possible. • Utilise all relevant documentation (e.g. IHP, IEP/EHCP, medical information) when planning visits; ensure such information is taken on the visit. • Liaise with parents/carers to identify any additional pupil needs as part of the educational visit planning process. • Submit risk assessments for all residential visits via Evolve (requiring EVC and LA authorisation). 	Teachers SENCo	Ongoing	Monitor educational visit records (yearly)

<p>Long term</p>	<p>Access to extra-curricular activities.</p>	<ul style="list-style-type: none"> • Liaise with parents/carers to encourage maximum participation in extra-curricular activities by pupils with SEND • Liaise with external providers to ensure equal access for all pupils, prior to activity delivery. 	<p>Teachers SENCo External providers</p>	<p>During planning stage for extra-curricular activity.</p>	<p>Monitor activity planning records and feedback from pupils/parents/staff (yearly).</p>
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PLANNING DUTY 2: PHYSICAL ENVIRONMENT

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

The school relocated to a new, fully accessible building in November 2018.

	Identified Area	What will we do	Who	When	Monitoring / evidence
Short term	Evacuation (or holding in a safe place) of pupils with SEND in the event of an emergency	<ul style="list-style-type: none"> • Prepare evacuation plans for individual pupils if deemed necessary. • Ensure clear procedures are in place, and are made known to all staff and visitors as necessary (e.g. evacuation procedure explained to visitors at the start of an event). • Maintain emergency equipment appropriately (e.g. First Aid kits, defibrillator, fire detection system). 	Teacher / SENCo Headteacher First Aid Co-ordinator, Bursar, Headteacher	On admission. Ongoing – informed on entering the building. Termly or as required.	Policy reviews and feedback. Evacuation drills.
	Ongoing accessibility of school site at all times for those with SEND.	<ul style="list-style-type: none"> • All staff to ensure the learning environment remains uncluttered and easily accessed/navigated – class teachers have specific responsibility for their own rooms. • All staff to receive and act on relevant training (H&S, SEND). • SEND documentation will highlight access requirements (e.g. mobility, vision and hearing). 	All staff All staff Headteacher All staff/ SENCo	Ongoing Review points	Ongoing observations/incident records Annual premises review. Training records SEND documentation
Medium/ Long term	Continued accessibility of all areas of the school site for SEND pupils as outdoor spaces are developed (e.g. Forest Schools area).	Give due consideration to SEND/access issues during the planning of all outdoor developments.	SLT & Headteacher Governors	Ongoing	Planning documentation.

PLANNING DUTY 3: INFORMATION

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Monitoring / evidence
Short term	Accessibility of information provided for parents/carers requires review.	Audit information delivery procedures (newsletters, school letters, texts, Twitter). Act on the audit (e.g. information provided should be in standard, clear fonts at an appropriate size and in plain English).	Bursar Headteacher SENCo	Jan 2020	Information delivery audit. Parent/carer feedback. Example of changes in practice (e.g. font of SEND Report changed).
Medium term	Staff awareness of accessibility issues regarding information delivery.	Training for all staff in adjustments needed for common information accessibility issues (e.g. dyslexia, Irlens). Staff training to be provided on teaching/learning techniques for pupils with specific sensory needs, as relevant.	SENCo Headteacher	End of 2019-20 academic year, and ongoing.	Information is fully accessible to all pupils.
Long term	Accessibility of school website.	Audit of website, taking advice from relevant professionals.	Headteacher	On website update.	Website is fully accessible, according to best practice guidance.