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# Accessibility Policy and Plan

**School Leader:** L Smith

**Link Governor:** A Repesa

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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils to:

- not to treat disabled pupils less favorably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

Under the Equality Act 2010 schools should have an Accessibility Plan. 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:

“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
- (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 listed as a statutory document of the Department for Education. The plan must be reviewed every three years and approved by the Governing Body. At Hardwick Primary School the plan will form part of the school development plan and will be monitored by the leadership team and evaluated by the relevant Governors' committee.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website.

In addition to our statutory Accessibility Plan, we also have an 'Equality Statement and Action Plan'. These two documents should be read in conjunction with one another.

## Hardwick Primary School

At Hardwick Primary School we actively seek to remove the barriers to learning and participation that can hinder or exclude pupils, staff and all those who are part of our school community or use our facilities. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life. We work with outside agencies who can advise staff and support pupils within school. We ensure that pupils with disabilities have the same opportunities as non-disabled pupils. Reasonable adjustments are made to ensure that a pupil or a member of staff with a disability is not placed at a disadvantage.

## Removing Barriers

Hardwick Primary School's accessibility plan covers the measures taken to improve accessibility and equal opportunities within our school. We make "reasonable adjustments" to ensure that pupils, staff and visitors are not disadvantaged by any form of disability.

We liaise closely with children, parents/carers and professionals at all points throughout children's education at Hardwick to secure an awareness and understanding of individual pupils' disabilities or medical conditions where necessary.

We also analyse our specific school data in order to set additional equality objectives, currently listed in our 'Equality Statement and Action Plan 2021-2025'.

## The Physical Environment.

We will endeavor to improve provision for disabled pupils, staff and visitors by adapting the physical environment of the school, within the limits of the resources available. Where necessary, we try to implement the following:

- Clear signage throughout the school;
- Use the Soundfield Amplification System for pupils with impaired hearing;
- Adapt furniture where necessary;
- Select appropriate hardware and software for individual special needs and disabilities.

The school site has a lift to take staff, pupils or visitors between levels and all classrooms can be exited to an outside area on the same level. The school has 5 disabled toilets accessible from all classrooms and teaching areas. The school also has a disabled changing room with access to a hoist.

## The Curriculum

Hardwick Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. We endeavor to ensure that no pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school has policies which promote the participation of disabled pupils.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis in discussion with pupils, parents/carers, school staff and specialist staff to ensure that all adjustments possible, in line with reasonable adjustments and practical application, are made.

This could include the use of specialist resources and support staff.

## Management, Coordination, Implementation and Monitoring

The Governors, Leadership Team and SENDCo are aware of and have input into the school's accessibility plan. The plan will be revised on a regular basis, at least annually, taking into account the needs of those pupils attending (or going to attend) the school. This will be carried out by the school's Leadership Team, SENDCo and the Governing Board.

The evidence used to aid the plan will be:

- The SEND needs for current pupils on roll and their MEPs;
- The effectiveness of the support for pupils;
- The type of differentiation needed for all pupils;
- Education and Health Care Plans;
- The Government/local authority policies and initiatives;
- Feedback from pupils and parents.

The Leadership Team is responsible for the implementation of the policy.

The governing body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

### **Information**

The plan is available on the school's website. On request, the plan is available in written form and alternative formats that are clear and user-friendly such as large print or another language.

## Accessibility Plan

	PROVISION	TARGET	STRATEGY	OUTCOME
PHYSICAL ACCESS	<p>The school site is on 2 levels, but all classrooms can be exited to an outside area on the same level.</p> <p>There is a lift to take staff, pupils or visitors between levels.</p> <p>The school has 5 disabled toilets accessible from all classrooms and teaching areas.</p>	<ul style="list-style-type: none"> <li>• To regularly review all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</li> <li>• When planning future improvements and changes to take account of the needs of pupils, parent/carers, visitors and staff with a range of disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor the progress of the plan.</li> <li>• Discuss with LA/FM provider any issues that need to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Full physical access to the curriculum.</li> <li>• Regular review of premises.</li> <li>• Governors kept updated and plan for necessary adjustments.</li> </ul>
CURRICULUM ACCESS	<p>Staff receive training to ensure the curriculum is made accessible to all pupils.</p> <p>The school utilises specialist support where required.</p> <p>The school has in place an ongoing self-evaluation and improvement of its provision.</p>	<ul style="list-style-type: none"> <li>• All staff to be made aware of any identified disabilities and implications for learning.</li> <li>• All staff to be aware of National Curriculum inclusion statements i.e. <ul style="list-style-type: none"> <li>○ setting suitable learning challenges,</li> <li>○ responding to diverse learning needs,</li> <li>○ overcoming barriers to learning.</li> </ul> </li> <li>• Ensure all staff use these to inform differentiated planning and provision.</li> <li>• Ensure all staff are aware of the range of interventions available in school to meet needs of all pupils</li> <li>• Ensure all staff are aware of available specialist support.</li> <li>• Ensure pupils can participate in wider curriculum provision and monitor progress.</li> <li>• To be aware of potential intake and possible access needs.</li> <li>• To develop and maintain the access plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings and training</li> <li>• Carry out an audit of activities and provision map of interventions and support.</li> <li>• Maintain a directory of support.</li> <li>• Liaise with external support agencies.</li> <li>• Provide access training relevant to whole school and individual pupils needs.</li> <li>• Provide training with appropriate support services for relevant staff.</li> <li>• Ongoing review of the plan by leaders and governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Full curriculum access for pupils with a range of disabilities.</li> <li>• All staff are aware of a range of interventions available in school to meet the needs of all pupils.</li> <li>• All staff feel confident and supported in dealing with a wide range of abilities/disabilities.</li> <li>• School will have a range of teaching styles and resources available for all areas of the curriculum.</li> <li>• Through effective monitoring and review the school has effective strategies and is fully compliant with statutory requirements.</li> </ul>
ACCESS TO INFORMATION	<p>The school utilises the specialist support of interpreters and sign language for events such as parents' evening.</p>	<ul style="list-style-type: none"> <li>• To identify any materials or events where access to information may need to be altered in order to ensure that disabled pupils parents and carers have full access to information.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review of need and delivery of alternative formats as needed.</li> <li>• Create alternative means of communication as needs are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Support services are consulted where required.</li> <li>• Progress is reported to governors.</li> <li>• Information is available for parents and pupils in a variety of formats.</li> </ul>