

Accessibility Policy and Plan



September 2017

Head Teacher	Mrs. J. Armstrong
Chair of Governor	Mrs. K. Steven

School staff were consulted on this document and it was accepted	18 th September 17'
Approved and ratified by the Governing Body	5 th December '17
The policy will be reviewed	19 th September '19

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1. BACKGROUND

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, 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:

- (i) He or she has a physical or mental impairment
- (ii) 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’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. The 2017-20 Action Plan will be appended to this document.

2. ACCESSIBILITY PLANNING

Our Accessibility Plan has been developed and drawn up based upon information supplied by Stockton Local Authority and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes linked to the SIP.

Our Accessibility Plan is structured to complement and support the school’s equality objectives, and will similarly be published on the school website.

Hartburn Primary School is fully 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 also 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 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and 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.

Our 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
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs 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 on-going 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 (Finance Committee)

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

3. AIMS

- Increase access to the curriculum for pupils with a disability,
- Maintain access to the physical environment
- Improve the delivery of written information to the school community,

4. OBJECTIVES

Our objectives are detailed in the Action Plan attached

5. CURRENT PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as and when a need occurs.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with emotional or medical needs; There are very few if any activities that pupils cannot be involved in with appropriate support and provision of staff.

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties, however by differentiation and TA support all can be accessed at a level commensurate with ability. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten do and will take account of any disabled pupils.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils to ensure their voice is heard especially during meetings where their needs are discussed, as well as for parents and staff.

6. CONTEXTUAL

The school is set in an original (date) building with a range of additional extensions added on at later dates. There are reasonably wide corridors and several access points from outside. There is one main hall and a separate dining hall. On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped (and some have wide doors fitted ??). The main entrance features a secure lobby. There is a disabled toilet

facility available, on one of the main corridors. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

The school has a website, from which parents can access a comprehensive range of information about the school, including performance data, curriculum information, newsletters and a calendar of events. There is also a direct link to the school's twitter page that is regularly updated with school events and information. A text service to parents is used to communicate messages quickly.

7. RANGE OF DISABILITIES WITHIN SCHOOL

Children on roll have a range of diagnosed disabilities including Autistic Spectrum Disorder (ASD); Attention deficit hyperactivity disorder (ADHD), Visual impairment (VI); Hearing impairment (HI) and significant medical needs. When children with specific disabilities, enter school the school contacts the LA professionals for advice, support and guidance.

Children who have a diagnosis of asthma or who have allergies, including to certain foods, are known to staff. Medications, such as inhalers or epi pens are stored in close proximity to the child's learning environment. Inhalers are kept in the classrooms and a record of use is noted. Children are included in the 'children with medical needs'. Individual pupil details are stored in their classrooms and within the school kitchen and dining hall.

All medical information is collated, shared and available to staff, in classroom files, on the medical board in the staffroom, kitchen and dining areas. We have competent First Aiders who hold current training certificates and a number of staff trained in specifically in paediatric first aid.

All prescribed medication is kept safely under script conditions. Trained staff administer medication in line with professional guidance. Consent forms, for the administration of prescribed medication, is completed by parents. All medication that is given is recorded.

8. CO-ORDINATION AND IMPLEMENTATION

We consult with experts when new situations regarding pupils with disabilities are Experienced. Leaders work closely with Stockton LA to ensure the facilities within the building meet the needs of the pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.



Accessibility Plan - Equality and Inclusion

Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Lead	Review Date	Impact Review Sept '18
All policies clearly reflect inclusive practice and procedure, adhering to current legislation.	<ul style="list-style-type: none"> • Revisit, ensuring full understanding, the Equality Act of 2010 with all staff • Review school policies ensuring that they reflect inclusive practice and procedure • Place the Accessibility Plan as an agenda item for SLT and Governor meetings 	<ul style="list-style-type: none"> • Through observations and dialogues between senior leadership team and governors • Observational walks through, and around, school 	Head Teacher Governors	On going	
The whole school community are aware of differences and issues and celebrate diversity.	<ul style="list-style-type: none"> • Identify pupils who may need special provision • Gather necessary information from new parents, identifying needs and training implications • Liaise with local pre-schools and nurseries to review potential intake • Staff to take opportunities as they arise to celebrate differences/diversity/disabilities 	<ul style="list-style-type: none"> • SENCo to monitor registration of SEN • SLT will monitor and provide identified training needs • SLT will work and liaise closely with parents, professionals and other provision settings. 	SLT/EYFS Leader and SENCO	On going	
Personalised plans are in place for identified pupils, across the school.	<ul style="list-style-type: none"> • Consult with parents'/ key professionals during the planning process • Ensure the needs of the child are paramount and are recorded clearly • Ensure collaboration and effective communication between all key stakeholders 	<ul style="list-style-type: none"> • SLT will review effectiveness of working relationships with parents • SENCo will monitor personalised plans 	SLT/SENCO / Class Teacher	On going As required	
Knowledge, understanding and confidence of staff increases, ensuring effective additional support is in place.	<ul style="list-style-type: none"> • Make links with, and access, outside agency support in order to gain expert advice and support • Ensure specialist facilities and expertise is accessible for those in need • Training for staff and governors, in terms of Raising Awareness of Disability Issues, is planned and delivered 	<ul style="list-style-type: none"> • Monitored through dialogues with staff and observation of practice by SLT and governors. 	SENCO / Head Teacher/ Governors	On going	



Accessibility Plan - Physical Environment

Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Lead	Review Date	Impact Review Sept '18
<p>To ensure classrooms are optimally organised to promote the participation and independence of all pupils</p>	<ul style="list-style-type: none"> • Class teachers to provide the most equitable layout of furniture and equipment to support individuals • Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils • If necessary, more time is made available ensuring all pupils can participate in all activities 	<ul style="list-style-type: none"> • Monitored through dialogues with staff and observation of practice by SLT 	<p style="text-align: center;">SLT</p>	<p style="text-align: center;">On going</p>	
<p>The approach to school is accessible to all staff and visitors.</p>	<ul style="list-style-type: none"> • The school has designated parking for disabled staff/visitors • Consideration has been given to signage used externally and internally around school • External access to school is secure. Door locks and fob squares are at an accessible height for all. 	<ul style="list-style-type: none"> • Annual audit carried out 	<p style="text-align: center;">HT/Site Supervisor</p>	<p style="text-align: center;">On going</p>	
<p>Internal accessibility is 'the best it can be'</p>	<ul style="list-style-type: none"> • Contrasting colours of door furniture to aid visibility • All staff are vigilant in keeping areas trip hazards free • Emergency routes are clearly labelled • During evacuation practice careful consideration is given to best routes • Clear signage on classroom doors and shared areas are in place • Storage areas are maintained to ensure items are stored away safely 	<ul style="list-style-type: none"> • Observation of practice by SLT • Termly audit carried out 	<p style="text-align: center;">HT/Site Supervisor/ Phase Leaders</p>	<p style="text-align: center;">On going</p>	

Accessibility Plan - Curriculum

Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Lead	Review Date	Impact Review Sept '18
Needs of individual children are met in order to enable them to access the curriculum	<ul style="list-style-type: none"> • Continue to work effectively with outside agencies including occupation therapists, visual and audio impairment, speech and language teams. • SENCo to ensure appropriate referrals are made and recommendations followed • Written information will be provided in alternative formats as necessary. • To ensure that all parents and other members of the school community can access information. 	<ul style="list-style-type: none"> • SLT/Governors to monitor frequency of referrals and provision in place • Feedback from parents 	HT/SLT/ Governors	On going As required	
All pupils have access to PE and are able to excel.	<ul style="list-style-type: none"> • Review PE curriculum to ensure PE is accessible to all pupils. Identify any specific training for P.E co-ordinators • Review PE curriculum to ensure access for all 	<ul style="list-style-type: none"> • Monitoring of P.E. lessons and activities • Dialogues with staff/coaches 	PE Co-ordinators Sports Coaches	Termly	
All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	<ul style="list-style-type: none"> • Review all out-of-school provision to ensure compliance with legislation • To include reporting trips to Governors annually • Participation in after school clubs reviewed annually • All out-of-school activities, including trips and residential, are planned to ensure the participation of the whole range of pupils 	<ul style="list-style-type: none"> • SLT to monitor quality of provision and number of children participating in activities 	EVC Co-ordinator Phase Leaders	Termly	
The curriculum is accessible to all children.	<ul style="list-style-type: none"> • Ensure staff training requirements are met so that staff are knowledgeable in terms of the needs of individual accessing the curriculum • Analyse needs of children for the next academic year during pupil progress dialogues 	<ul style="list-style-type: none"> • Curriculum will be reviewed, findings will be addressed as necessary 	Curriculum Leaders	Annually	



Accessibility Plan - Information

Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Lead	Review Date	Impact Review Sept '18
Written material is available in alternative formats	<ul style="list-style-type: none"> • Delivery of information to disabled pupils and parents is thoughtfully considered • The school will aim to provide written information in different formats when required for individual purposes; such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. • Review all current school publications e.g. school prospectus and newsletters so that they are availability in different formats for those that require it, including a text messaging service 	<ul style="list-style-type: none"> • SLT will respond to feedback from parents/carers • Where necessary, advice will be sought from LA for supporting resources, including interpreters 	SLT	Annual or when need arises	
School information for pupils & parents with visual difficulties is improved.	<ul style="list-style-type: none"> • Seek advice from the VI Service on alternative formats and use of IT software to produce customised materials. • Review documentation with a view of ensuring accessibility for pupils with visual impairment, as required 	<ul style="list-style-type: none"> • SENCo will work closely with VI service 	SENCo	Annual or when need arises	
School is effective in meeting the needs of pupils.	<ul style="list-style-type: none"> • Strategies embedded in the classroom e.g. visual timetables • Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need 	<ul style="list-style-type: none"> • Monitoring of lessons, learning environment and planned activities • Evidence from learning walks 	SLT Governor	On Going	
Parents are informed of children's progress.	<ul style="list-style-type: none"> • Staff to hold parents' evenings by phone or send home written information to ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. 	<ul style="list-style-type: none"> • Respond to feedback from parents/carers 	SLT	Autumn Term Spring Term	