



Accessibility Plan Policy 2022 - 2025

This policy was approved by the Full Governing Body in March 2022 and will be reviewed in three years.

Signed _____ Head Teacher

Signed _____ Chair of Governors

Review date: March 2025

Vision Statement:

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:

- He or she has a physical or mental impairment, and
- 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 Headteacher.

At Hodnet we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Hodnet Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the 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. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to compliment 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.

Hodnet 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, 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 Hodnet 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; (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 school 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 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:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality
- Safeguarding and Child Protection Policy
- School Prospectus
- School Development 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 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 will be monitored through the Governor Health & Safety Committees.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

Signed Headteacher

Date.....

Signed Chair of Governors

Date

Aims and Objectives

Our Aims are:

- **Increase in access to the curriculum for pupils with a disability.**
- **Improve and maintain access to the physical environment.**
- **Improve the delivery of written information to pupils.**
- **To promote the rights and achievements of people with disabilities**

Our objectives are detailed in the Action Plan below

Current Good Practice

We aim to ask about disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents evening.

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 medical needs.

Curriculum

There are 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 hearing difficulties. 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.

Information

Different forms of communication are made 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, parents and staff.

Access Audit

The school is a single storey building with wide corridors and several access points from outside. The hall is accessible to all. All classrooms are on the ground floor with wide door access to all rooms. There is wheelchair access.

On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to school are either flat or ramped and all have wide door access. The main entrance features a secure lobby, this being fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked.

Management, co-ordination and implementation

- We will consult with experts when a new situation regarding pupils with disabilities is experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and the Diocese.

Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	Audit to ensure all children regardless of disability have access to a broad and balanced curriculum	Whole school discussions, SENDCO to check provisions for children on SEND Register. SENDO to monitor PCP's	Raise awareness of all staff Training needs highlighted	Termly	Achieved, maintain.
	Increase confidence of staff in differentiating the curriculum to suit the specific needs of children with disabilities	Train staff in specific ASD support strategies	Staff are able to implement and adopt the strategies, which then have positive impact on learning	Termly	Spring term 2022. Ongoing monitoring
	Ensure all staff have access to specific training on up to date disability issues	Use staff audit to identify staff training needs and inform Professional Development Process specifically for ASD/ADHD	Raised confidence of staff in strategies to differentiate work for children with ASD and or ADHD	Termly	Spring term 2022 Ongoing monitoring
	Ensure all staff are aware of and able to use, SEND software and resources	Audit all SEND ICT and other resources, making list available to all staff. Individual training on SEND software as appropriate	Wider use is made of SEND resources in mainstream classes	Termly	Achieved, maintain.
	Ensure all staff are aware of children with disabilities curriculum access.	Ensure that PCP's address access needs and that information is shared with appropriate staff	All staff are aware of the access needs of individual children with disabilities	Termly	Achieved, maintain.
	Ensure all children with disabilities participate equally, when desired, in after school and lunchtime activities	Survey participation in extra curricular activities for children with disabilities. TA available at break/lunch times to facilitate specific needs	All children participate confidently in after school and lunchtime activities, as desired	Termly	Achieved, maintain.
	Monitoring of the	Achievements monitored	Trends or patterns can be	Termly	Achieved, maintain.

	achievements of children with disabilities	according to disability	established and action taken if necessary		
	Ensure that all school trips are accessible to all	Develop guidance for staff on making trips accessible	All school trips are accessible to all children	Termly	Achieved, maintain.
	Ensure that the remote learning offer is accessible to all learners	Making adjustments to ensure that all learners can access the learning on Seesaw and Tapestry, including parents accessibility. Will need an audit of IT hardware and skills.	All remote learning is accessible to all learners.	Termly	New policy 2021/22
	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Medium Term	Future policies updated to include access to pupils with disabilities	Increased subject co-ordinator knowledge	All updated policies include provision for accessibility	Annually using policy review dates	Maintain – new policies for curriculum areas 2022.
	Review all curriculum policies to include disability issues	Include specific reference to disability equality in all curriculum reviews	Increased awareness of the effect of disability issues in all curriculum areas	Annually using policy review dates	Maintain – new policies for curriculum areas 2022.
	Provide advice to parents/carers of children with disabilities on how they may support their learning in the core curriculum	Hold workshops each term for parents/carers of children with disabilities	Parents/carers have greater knowledge of how to support children	Annually	Achieved, maintain.
	Review PE curriculum to make PE accessible to all	Gather information about PE and Sports for children with disabilities	All children are able to access PE and Sports	Annually	Achieved, maintain.
	Increase confidence of staff in differentiating the curriculum to suit the specific needs of children with disabilities	Undertake audit of staff training	Training needs of staff are clearly understood	Annually	Achieved, maintain.
	Ensure all staff have access to specific training on up to date disability issues	Use staff audit to identify TA training needs and inform Professional Development Process	Raised confidence of staff in strategies to differentiate work for children with disabilities	Annually	Achieved, maintain.

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Long term	Staff to receive appropriate training as highlighted by audit.	Whole school training identified needs. Appropriate course identified	Increased knowledge by staff, needs of all learners are met appropriately	Annually	Ongoing monitoring in line with LA and national guidance.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Audit of site to highlight needs	Audit undertaken by CDC (DFE), LA Access team, Building Inspector, Visually Impaired Services. Prioritise needs	Improved access for wheelchair users. Site suitable for visually impaired	CDC audit Spring 2018	Achieved. Maintain for future developments.
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children with disabilities Ensure that all staff are aware of responsibilities	All children with disabilities and staff working with them are confident in the event of a fire	Termly or as the need arises (new children)	Achieved for current children, adapt as necessary. Maintain.
	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Medium Term	Access for wheelchair users to be improved further	All future building projects to be accessible for all	More accessible for wheelchair users via the external classroom doors.	Site accessible - Achieved by 2019	Further developments – plans by 2025.
	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Long Term	Installation of accessible changing facilities to complete the accessible wet room/toilet built in 2019.	PSG to audit the needs and demand for this in line with the completion of the existing building work.	A changing table to meet the needs of any future learners who require this facility.	2025.	Not at the time of writing.
	Site totally appropriate to needs of all	Continuous monitoring Access Initiative Funding	Site accessible to all regardless of disability.	Achieved by 2021	Ongoing adaptations will be made as required.

Aim 3: To improve the delivery of written information to disabled pupils and parents

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Availability of written materials in different formats	Parents asked if written material is accessible. Pupil registration forms to include needs of parents/pupils. Staff to identify specific needs of individual pupils	Written material produced in alternative formats, if required	Adapt based on ever changing needs Termly	Achieved, maintain to ensure ongoing needs are met.
	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Medium Term	To improve/increase provision formats	Explore variety of support services and alternative formats available. Appropriate resources purchased or accessed	Increase in appropriate formats provision	Achieved by 2019 Adapt based on ever changing needs	Achieved, maintain to ensure ongoing needs are met.
	Develop an Inclusion Leaflet, giving advice to parents when necessary	Seek advice from Shropshire Council about necessary information to include	To increase the confidence of parents and carers of children with disabilities	ongoing	Achieved through Information Report, need to maintain.
	Targets	Strategies	Timescale	Time Frame	Goals Achieved
Long Term	To review necessary provision annually and with each intake check provision for assessment annually	Information acquired on entry	Needs of parents/pupils regularly updated.	Ongoing Annually	Achieved, maintain to ensure ongoing needs are met.
	Children become more aware of their own access needs	Encourage children to express their access needs	Children able to articulate their access needs in their way, making the needs clear to others	Ongoing Annually	Achieved, maintain to ensure ongoing needs are met.

Aim 4: To promote the rights and achievements of people with disabilities

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Children with disabilities fully participate in school life	Encourage children with disabilities to be represented on school council and take part in school events such as assemblies	Children with disabilities participate in many areas of school life	Ongoing, termly	Achieved, need to maintain
	Bullying or harassment of children with disabilities is monitored and dealt with effectively	Monitoring procedures are established	Elimination of bullying of children with disabilities	Ongoing, termly	Achieved, need to maintain
	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Medium Term	Disability is displayed positively in books, displays and events	Books and display materials purchased to portray the positive achievements of people with disabilities Range of stimuli used in assemblies and daily teaching to ensure children are aware of differing needs of people in our society	Disability is displayed positively in books, displays and events	Ongoing, termly	Achieved, need to maintain
	Children aware of wider issues concerning people with disabilities including mental health and wellbeing.	Range of stimuli used in assemblies and daily teaching to ensure children are aware of differing needs of people in our society Mental Health focus and Growth mindset focus for 2022	All children gain wider understanding of disability issues, acknowledge difficulties faced by some in our society and work to change mindsets and prevent hurt.	Ongoing, annually	Achieved, need to maintain