

# Hemington Primary School



## Accessibility Plan 2024 to 2027

Approved by:	Governors	Date:
Last reviewed on:	July 2024	
Next review due by:	September 2027	



## Hemington Primary School Accessibility Plan

### Equality Statement

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 is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged. We will not tolerate any harassment of disabled people, with any form of impairment, including any pupils who are carers of disabled parents.

We understand the principles of the Act and the support needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. With this in mind, this Accessibility Plan has been drawn up in consultation with stakeholders and covers the period from July 2024 to July 2027. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 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.

## Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

<b>School Community</b>	<b>Responsibility</b>
<b>Governing Body</b>	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
<b>Co- Headteachers</b>	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Teaching Staff</b>	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents
<b>Non-teaching staff</b>	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Parents</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
<b>Pupils</b>	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Co-heads on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

## Consultation:

- Consultation with pupils and parents will be focused through termly review meetings (provision review meetings, pupil view forms) and School Council meetings.
- Leaders will monitor and evaluate the plan annually.
- Ensure the consultation process is accessible to all

## The Plan 2024-2027 Key Actions

<u>Equality and Inclusion Aim</u>	Implementation	Impact/Success criteria	Time frame	By
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor wide enough for wheelchair access.</li> <li>• A toilet and changing facility which can be used by a disabled pupil.</li> <li>• Library shelves are at wheelchair-accessible height.</li> <li>• Ensure risk assessments and peep (fire evac) forms are in place for individuals where necessary</li> </ul>	All pupils have access to all areas of school and school life.	Review yearly	Site manager, Co-HTs, SENDCo
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum where necessary.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p>	Review yearly	Co-HTs, Teaching staff, SENDCo

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>SEN negotiables ensure staff consistent with their environment and support for send across the school.</p> <p>Staff training is accessed e.g.: in-house training from Physiotherapist, OT and Educational Psychologist and, off-site training e.g. ASD, Incredible Years etc.</p>	<p>Learning passports are prepared and reviewed as individual needs change</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Visual timelines, Now/Next boards</li> <li>• Workstations to provide individualised support.</li> <li>• Ensure pupils are placed in the best seating area to see, hear and be given help as required.</li> </ul>	<p>SEND objectives are in place for all pupils with communication needs, and all staff are aware of these pupils' needs.</p> <p>All staff are using a variety, or all the strategies stated within their classroom to improve access and learning for their pupils.</p>	<p>Review yearly</p>	<p>Co-HTs, HT, SENDCo</p>

	<ul style="list-style-type: none"> <li>• Ensure they use ICT and other equipment to help them in their learning and access of the curriculum.</li> <li>• Ensure other staff e.g., kitchen staff and office staff are aware of specific needs for disabled pupils.</li> </ul>			
Further develop Transition both externally (N to R, 6 to 7) and from class to class so that all information is shared, and all needs met.	<p>Our school gathers Information through liaison with the feeder nursery and school nursery.</p> <p>A transition plan is produced if necessary.</p> <p>Information is passed on to all staff.</p> <p>Relevant Health Care Plans and asthma are produced and disseminated.</p>	All staff are clear about the range of disability within the school and any adaptations that need to be made in response to the information.	On going	EYFS Staff, teaching staff, SENDCo, Admin staff
To target pupils who are making limited progress through provision mapping, teacher progress meetings and SEN discussion	<p>Our Head and SENDCo (SLT) to conduct progress interviews with staff.</p> <p>Termly year group meetings analyse progress.</p> <p>SENDCo to observe all SEN across the school and provide advice.</p> <p>External agencies observe and advise on SEND (Oakfied, Ashmount, Ed psych)</p>	<p>Progress of individuals is assessed and the reasons for lack of progress analysed and strategies to address issues planned.</p> <p>SLT to look at the results of pupil progress meetings to get an overview of the school to inform whole school initiatives.</p>	Termly	Co-HTs, teaching staff
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENDCo and Assessment Coordinator will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Autumn term	Co-HTs, SENDCo

<p>All class school trips are planned well in advance to allow for risk assessments and consideration of disabled pupils needs.</p>	<p>Ensure that school visits are accessible to all and the place of visit or residential is informed.</p> <p>Teacher in charge of trip to follow the school Educational Visit Policy</p> <p>Co-headteacher to undertake EVOLVE training</p> <p>Staff are trained on how to use, and access EVOLVE</p>	<p>All pupils can access all school trips and take part in a range of activities</p>	<p>On going</p>	<p>Teaching staff, SENDCo, Co-HTs</p>
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### Monitoring Arrangements

This document will be reviewed every **3** years but will be reviewed and updated more frequently if necessary (yearly).  
It will be approved by the governing body.

### Links with Other Policies

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

- Risk assessment policy.
- Health and safety policy
- Equality information and objectives (see website)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy