

# Hampton Vale Primary Academy



## Accessibility Plan

Date approved:	December 2019
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## **1.0 Aims**

1.1 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

1.2 Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3 We aim to be central to our culturally diverse community, striving for excellence, enabling our children to achieve their highest creative, social, emotional and academic potential.

1.4 Our academy encourages exploration and creativity through an inspiring, broad and balanced, engaging curriculum where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in a risk-taking environment where they thrive on and learn from the challenges they face.

1.5 Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At Hampton Vale Primary Academy we are committed to ensuring equal treatment of all our students, parents/carers, employees and all others involved in the school community, who may have any form of disability. We will endeavor to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery. Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes students who are carers of any disabled family member.

1.6 The plan will be made available online on the school website, and paper copies are available upon request.

1.7 Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.8 The Academy supports any available partnerships to develop and implement the plan.

1.9 The Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Kirsty Bedford - SENCo
- Amy Wright - Assistant SENCo
- Martin Redman - Site Manager

## **2.0 Legislation and guidance**

2.1 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.

2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

2.3 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.

2.4 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.

2.5 This policy complies with our funding agreement and articles of association.

### 3.0 Action Plan

<b>Aim</b>	<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Short term	In place	SENCo	Complete	All items to be audited by designated SLT member
	We use resources tailored to the needs of pupils who require support to access the curriculum	Short term	In place	SENCo	Complete	All items to be audited by designated SLT member
	Curriculum resources include examples of people with disabilities	Short term	In place	SENCo	Complete/on going as required	All items to be audited by designated SLT member
	Curriculum progress is tracked for all pupils, including those with a disability	Short term	In place	SENCo	Termly	All items to be audited by designated SLT member
	Targets are set effectively and are appropriate for pupils with	Short term	In place	SENCo	Termly	All items to be audited by designated SLT member

	additional needs					
	The curriculum is reviewed to ensure it meets the needs of all pupils	Short term	In place	SENCo	Annually	All items to be audited by designated SLT member
	Reasonable adjustments are discussed with all staff in order for access arrangements to be identified and actions for external examinations	Short term	In place	SENCo	Termly	All items to be audited by designated SLT member

<b>Aim</b>	<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required.  This includes: <ul style="list-style-type: none"> <li>- Ramps</li> <li>- Corridor width</li> </ul>	Short term	In place	Site Manager	Complete	All items to be audited by MAT Site manager as required
		Short term	In place	Site Manager	Complete	
Improve	- Disabled	Short term	In place	Site Manager	Complete	

and maintain access to the physical environment	parking bays					
	- Disabled toilets and changing facilities including riser beds	Short term	In place	Site Manager	Complete	
	- Reading corners at wheelchair-accessible height	Short term				
	- Wood rotting on play equipment	Short term				

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>- Access to laptops/ipads</li> <li>- Large print resources</li> <li>- Braille</li> <li>- Induction loops, speaker</li> <li>- Closed speaker systems</li> </ul>	Short term	On request	SENCo	Available	All items to be audited by designated SLT, Site Team and SENCo member as appropriate
		Short term	On request	SENCo	Available	
		Short term	On request	SENCo	Available	
		Short term	On request - speaker based on need	SENCo	Available	
		Short term	Based on need	SENCo	Available	



	- Infrared soundfield classroom amplification system	Short term	Termly review	SENCo		
	- Pictorial or symbolic representations	Short term	Termly review	SENCo		
	- Internal information sharing for necessary adjustments	Short term				

Any items not in the above schedules will be reviewed as a matter of urgency as and when they arise.

#### **4.0 Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality Duty Statement
- Special Educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

#### **5.0 Monitoring arrangements**

5.1 This policy will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

## **Appendix 1: Accessibility audit**

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	2	On Request	Site manager	
Corridor access	At all times	On Request	Site manager	
Lifts	Only one on site	On Request	Site manager	
Parking bays	40 + 2 disabled	On Request	Site manager	
Entrances	Several	On Request	Site manager	
Ramps	None	On Request	Site manager	
Toilets	15 Blocks	On Request	Site manager	
Reception area	Main Entrance	On Request	Site manager	
Internal signage	Accessible	On Request	Site Manager	
Emergency escape routes	Approx 18	On Request	Site manager	

Person(s) responsible for completing Appendix 1:

- Amy Wright, Inclusion Lead
- Martin Redman, Site Manager