

Little Harrowden Community Primary School Accessibility plan



Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

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1. Aims

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

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

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

The school supports any available partnerships to develop and implement the plan, including Inspire Multi-Academy Trust, the Local Authority for Northampton and partners in Inclusion, Social Care and hospital and outreach.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 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.

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.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <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>Transition is effectively managed prior to pupils starting so that additional needs can be met.</p> <p>We gather information regarding health conditions and disabilities from parents in early communications. We encourage parents to keep us informed of</p>	<p>Medium Term:</p> <p>Identify positive disabled role models to challenge stereotypes</p> <p>Long term:</p> <p>Enable links with services to support children to understand disability.</p>	<p>Ensure that the curriculum includes examples of people with disabilities.</p> <p>Identify a network of organisations.</p>	<p>Curriculum leads of all subjects</p> <p>Parent support worker</p>	<p>July 2020</p> <p>July 2021</p>	<p>Children will accept and understand disability</p> <p>Staff and pupils will have a good understanding of different types of physical and mental disabilities.</p>

	<p>changes in need.</p> <p>We work with families to ensure that all children can attend trips and residential trips.</p> <p>Children with additional needs are able to access clubs.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets • Library shelves at wheelchair-accessible height • Entrances at ground height. • Open reception area with ramp. • Playground a single level and a mixture of playing field and hard-standing. • A family room has been designed to support children with social and emotional needs. 	<p>Short term:</p> <p>Ensure school is accessible for members of the community with limited mobility.</p> <p>Medium term:</p> <p>Review the disabled toilet facility and create a changing facility.</p>	<p>Identify disabled parking space if required.</p> <p>Improve the toilet facility so as to have a changing facility.</p>	<p>Site supervisor</p> <p>Parent support worker</p>	<p>December 2019</p> <p>September 2020</p>	<p>A plan will be in place to ensure that a space is available if needed.</p> <p>Facilities available for changing children.</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"> • Internal emergency signage and escape routes are clearly marked. • Individual evacuation plans are written for all children with a disability. • Large print resources • Braille • Pictorial or symbolic representations • Information is adapted to meet individual needs. 	<p>Short term: Improve the signage outside the school.</p>	<p>Replace signs</p>	<p>Site Supervisor</p>	<p>March 2020</p>	<p>Clear signage.</p>
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4. Monitoring arrangements

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

It will be approved by the governing board

Date for review: September 2023

5. 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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One			
Corridor access	All corridors are accessed at the same level, wide and without restriction.			
Lifts	N/A			
Parking bays	The school has a small number of parking spaces close to the school. Visitors generally park on the road.	Identify disabled parking should it be necessary. Have a procedure in place to ensure a person with limited mobility can access school.	Site supervisor	December 2019
Entrances	All main entrances are flat or served by a ramp. There are very few places in school that a person with limited mobility would not be able to access.			
Ramps	There are ramps to our wrap around care provision and to the			

	main entrance and to the playground via EYFS.			
Toilets	One disabled toilet with handrails and emergency cord.			
Reception area	Accessible via ramps			
Internal signage	Internal emergency signage and escape routes are clearly marked.			
Emergency escape routes	From every room there are emergency escape routes that are level with the floor apart from in Hogwarts.	Review the escape routes that require a step down. Ensure that there are up to date emergency plans for all children with SEND, Identify ways of making Hogwarts more accessible.		