


Hanbury's Farm and Oakhill Primary Schools Federation



Accessibility Policy and Plan 2022

Title	Accessibility Policy and Plan
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Approved by	Stuart Cain – Chair of Governors
Signature	
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1. Aims

2. Hanbury's Farm and Oakhill School Federation are committed to providing all children an equal access to a good quality education so they can progress and achieve on their own educational journey .

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.

Our school's complaints procedure covers the legal requirements that schools adhere to. If you have any concerns relating to accessibility in school, the complaints 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, governors, staff and Staffordshire Local Authority.

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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 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.

Hanbury's Farm and Oakhill Primary school have put into practice reasonable adjustments for a range of disabilities. However a full assessment for suitability of a child with accessibility needs will be carried out as required as soon as the school is aware of attendance.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers supported and scaffolded activities for all pupils to access the curriculum. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities – JIGSAW teaching and text chosen for teaching other areas of the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set and are appropriate for pupils with additional needs. Personalised learning plans are formed and where applicable outside agency targets are recorded and progress monitored. 	<p>Daily</p> <p>As required</p> <p>Termly as needed</p> <p>Termly or half termly dependent on need.</p> <p>Termly updates – more frequently where needed.</p>	<p>Adjust curriculum resources to needs of pupils.</p> <p>SENDCO to oversee access to specialist in school support.</p> <p>Curriculum leaders to monitor the use of disability friendly resources.</p> <p>Teachers to track progress, SMT to identify issues and SENDCo – to organise external support.</p> <p>Teachers to plan and implement personalised learning plans with support and guidance where needed from the SEN team.</p>	<p>Teaching staff</p> <p>SENDCo</p> <p>Curriculum leaders</p> <p>Senior management team</p> <p>Head teachers</p>	<p>Daily activities action issues within 48hrs</p> <p>Rolling programme – all to be completed at least once a year</p>	<p>Children accessibility needs will</p> <p>Be supported and scaffolded.</p> <p>Use resources specific to their needs</p> <p>Make progress despite needs as a result of adaptations.</p> <p>Personal Learning plan shows progress.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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"> • Clear corridors and desks • Access door width • Corridor width • Disabled toilets and showering facilities • Library shelves at wheelchair-accessible height. • Fire Drills performed frequently (termly) • Clear colour differentiation for staircase handrails. (OH only) 	<p>Daily tidying of corridors and desks</p> <p>Building access – caretaker team with local authority support should building work be required.</p> <p>Fire drills – termly to check accessibility in difficult circumstances,</p>	<p>Caretaker and team responsible for routine maintenance.</p> <p>See H&S policy regarding water safety in rarely used equipment.</p> <p>Fire drill safety – see H&S plan</p>	<p>All staff responsible for housekeeping.</p> <p>Routine maintenance and access school grounds and buildings responsibility of the caretaker.</p> <p>Headteacher – H&S legislation</p>	<p>Daily issues to be actioned within 48 working hours.</p> <p>Maintenance should be carried out alongside H&S plans and strategic overview of school needs.</p>	
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"> • Internal signage • Large print resources • Pictorial or symbolic representations in class and around the school • Use of Ipads and other technology to support access. 	<p>Internal signs to be clear and at relevant heights according to needs.</p> <p>Large print or technological equipment to be made available when required.</p>	<p>Caretaker – responsible for H&S internal signs</p> <p>Large print resources ordered or created as needed..</p> <p>Technology to be available</p>	<p>Caretaker</p> <p>Teaching staff</p> <p>SMT & Governors</p> <p>Computer technicians</p>	<p>As needed</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary and when a child with specific needs is enrolled at the school.

It will be approved by Stuart Cain (Chair of Governors) & Nicola Gripton (Executive Headteacher)].

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- PSHE Jigsaw Policy
- Behaviour Policy