

Statement:	Accessibility plan
This statement was approved:	November 2016
This statement will be reviewed:	March 2019
Governor committee responsibility:	Full Governing Body

At Hunton & Arrathorne Community Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

Objectives

Hunton & Arrathorne Community 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, social, 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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hunton & Arrathorne Community Primary School 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools 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 Hunton & Arrathorne Community Primary School 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.

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 Plan will be monitored through FGB

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

Approved: D. Lawrenson (chair of governors)

Date: 1/12/16

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENCo**

Physical Access

Target	Strategies	Timescale	Responsibility
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers.</p> <p>Ensure the school staff and governors are aware of access issues</p>	<p>Create access plans for individuals as part of the Individual Provision Map process.</p> <p>Ensure staff and governors can access areas of the school used for meetings.</p> <p>Circulate relevant information to staff and governors through SEND representative and SENCo</p>	<p>As required</p> <p>Ongoing</p>	<p>SENCO / SEND Governor / Headteacher</p>
<p>Ensure sufficient access into the school buildings</p> <p>Ensure sufficient mobility within school building</p>	<p>Lower entrance system at back door</p> <p>Alter door to the left of the back door – possibly with an automated version</p> <p>Light sensors to be fitted in toilets</p>	<p>As required</p> <p>As required</p> <p>As required</p>	<p>Governing body / Heedteacher</p>
<p>Maintain safe access for visually impaired people</p>	<p>Steps to be marked with high definition nosings.</p> <p>Check exterior lighting on a regular basis</p>	<p>As required</p> <p>On going</p>	<p>Governing body / Heedteacher</p>

Ensure all disabled people can be safely evacuated.	<p>Personal emergency evacuation plan for all disabled pupils.</p> <p>Staff aware of their responsibilities in evacuation through IPM information</p>	When required	SENCO / Headteacher and Staff
Ensure sufficient fire exits around the school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All Staff

Curriculum Access

Target	Strategies	Timescale	Responsibility
Ensure disabled children can access all the curriculum	<p>Reorganise class structures to work downstairs in main building</p> <p>Possible fitting of internal lift behind stairs</p>	As required	Headteacher / Governing body
Ensure the Learning environment meets the needs of the relevant disability	<p>Tables to be at correct working height</p> <p>Resources easily accessible</p> <p>SENCO to lead review learning environment from inclusive perspective using SPLD audit</p> <p>Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.</p>	As required	SENCO

Ensure all staff have sufficient training on disability issues	Provide appropriate and relevant ongoing training all staff on matters of Work with EMS (as appropriate to further inclusive approaches.	As required	SENCO / Headteacher
Ensure PE is accessibility to all pupils	Review PE curriculum to include disability sports	As required	PE coordinator / Teaching staff
All school trips and visits to be accessible to all pupils	Ensure venues and means of transport are checked for suitability.	As required	

Written Information Access

Target	Strategies	Timescale	Responsibility
Provide clear, straight forward and simple communication with parents and community	<p>Information presented in variety of easy to access ways. Ask parents for preferred formats for accessing information.</p> <p>Language used is simple with any education terms/jargon avoided or clearly explained.</p> <p>Admin & teaching staff aware of individuals who may need information explaining directly or personally.</p>	On going	Headteacher / Admin staff