

# Hunton & Arrathorne Community Primary School

## Accessibility Policy



Date: October 2025	Headteacher: Mr S Donaldson
	Chair of Governors: Mrs A Peacock
Review Date: October 2026	SENDCo: Mrs K Cromey-Hawke

### Schools' Planning Duty

Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At Hunton & Arrathorne Community Primary School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Hunton & Arrathorne Community Primary school are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Hunton & Arrathorne Community Primary School's 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 possible and practical.

### Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, NYCC City Council Return to Work Procedures

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

### Physical Environment

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. All corridors are wide and there are no issues walking around school safety for any person in a wheel chair. We have rails where there are steps and slopes to access all aspects of the school grounds. The building is all on one level and so in general does not cause any particular difficulties. There are two disabled people's toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails. Both the disabled people's toilets have a hand rail, an emergency pull cord and easy use taps. One of the toilets includes a hoist and changing table. All classrooms have fire exits which can be used for all pupils. All classrooms are fitted with a sound system which enables those with hearing

impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

### Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

### Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

### Current Activities

At Hunton & Arrathorne Community we have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school. This may include multi-agency meetings with parents/professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with NYCC City SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective. Our behaviour lead supports in classes and during unstructured times and is well-trained in supporting a range of needs. We also have access to Forest Schools, Thrive and ELSA in school.

The school also works closely with specialist services including:

### Local Authority Provision delivered in school

- SEMH Team
- ASD Specialist & Advisory Teacher

- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Early Help Support Workers
- SEND Caseworkers

#### Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Paediatrician
- CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

Hearing impairment

Physical disability

Visual impairment

Specific medical conditions including asthma, eczema, diabetes.

Specific learning difficulties including dyslexia, dyspraxia and dyscalculia

Autism

Speech, language and communication needs (SALT)

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Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

#### Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.