



Compassion Joy Perseverance Respect

Achieving Excellence Together

Accessibility Policy and Plan

'Live life in all its fullness' John 10:10

Reviewed – July 2021
Next review – July 2024



Accessibility Policy and Plan

Date of Last Review	July 2021
Responsible Person on Governing Body	
Lead Member of Staff	Amy Wichall
Date of Next Review	July 2024

Context:

This policy is written in line with the requirements of:-

- Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England, DfE Sept 2014
- 0-25 SEND Code of Practice, DfE 2014
- Mental Health and behaviour in schools: departmental advice for school staff, DfE June 2014
- Equalities Act 2010
- SEN and Disabilities Act 2001
- Inclusive School (DfES 0774/2001)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

This policy should be read in conjunction with the following school policies

- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Special Educational Needs and Disabilities (SEND) Information Report for Parents
- Behaviour Policy and Appendixes
- School Improvement Plan
- Child Protection and Safeguarding Policy and Appendixes
- Complaints Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Policy and Equality Objectives

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1. Introduction

At Hunton, we are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents, carers, visitors and our wider community, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action, in line with the Equality Act (2010), with regard to disability and developing a culture of inclusion, support, awareness and voice within the school.

Our Accessibility Plan shows how access can be improved for those with disabilities, in a given time frame, and anticipates the need to make reasonable adjustments to accommodate their needs, where practicable.

This Accessibility Policy and Plan is drawn up in compliance with Schedule 10, Paragraph 3, of the Equality Act 2010. It sets out the Governing Body's plan to improve the access of disabled pupils over a defined three-year period (2021-2024). School Governors are responsible for drawing up, reviewing, revising and implementing this plan, taking into account disabled pupils' disabilities and preferences expressed by them and their parents, and having regard to the need to allocate adequate resources to this plan.

Our Accessibility Plan (page 6) has been created based upon the needs of the school and the school site, in conjunction with parents, staff and governors. The plan will inform other school documents, including the Special Educational Needs (SEND) Policy and SEND Information Report. The Accessibility Plan will be reviewed annually to reflect upon progress and outcomes.

2. Scope

This plan concerns accessibility for disabled pupils and those with a suspected disability awaiting medical diagnosis. Specific learning difficulties and medical conditions such as Dyslexia, Dyscalculia, Auditory Processing Difficulties, and Sensory Processing Impairment are not included in scope. However, pupils with these difficulties may well be on the school's Special Educational Needs register, so that the learning experiences and environment are tailored to maximise each pupil's ability to learn and enjoy school.

This plan does not include access issues for disabled visitors to the school – these are covered by the school's Health and Safety Policy and Equality policy. Disabled visitors are asked to contact the School Office so that suitable arrangements can be made to accommodate their visit(s).

3. Aims and Objectives

The aims of this policy are to:

- Increase the extent to which pupils with disabilities can engage and participate with the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible written information.

The Accessibility Plan that follows this policy is structured to complement our equality objectives and will be published on our school website. Paper copies are also available on request. We recognise our statutory duty to ensure that this is monitored, compliant and published under the Equality Act (2010). Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our Accessibility Plan relates to the key aspects of the physical environment of the school, our curriculum and written information and shows how access can be improved for those with disabilities, in a given time frame, and anticipates the need to make reasonable adjustments to accommodate their needs, where practicable . Whole school training will also recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan will contain relevant and timely actions to:

- **Increase access to the curriculum for pupils with a disability;** expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the Accessibility Audit of the school, which is completed by SLT. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school annually, to inform the review of the Accessibility Plan for the coming year.

4. 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.

5. Definitions

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.

6. Current Needs

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents at transition meetings prior to joining the school.

The school currently has pupils with a limited range of disabilities. These include Autistic Spectrum Conditions (ASC), Attention Deficit Hyperactivity Disorder (ADHD), hearing impairments and a genetic condition. There are currently no pupils with mobility difficulties or visual impairments.

7. Monitoring and Evaluation

This policy will be reviewed every three years and the accessibility plan annually, in July, to take into account any needs arising from new pupils due to arrive in September and to incorporate the views of current disabled pupils and their parents.

The plan may be revised any time a new pupil need arises which is not catered for in the plan, at the recommendation of the Headteacher or SENDCo.

ACCESSIBILITY PLAN 2021-2024

CURRICULUM ACCESSIBILITY						
CURRENT GOOD PRACTICE		<ul style="list-style-type: none"> • Training for specialist medical needs provided as required e.g. epipens, as appropriate for those children on roll • Healthcare Plans in place for all pupils with medical needs / disabilities, as appropriate • Health questionnaire for all pupils and medical register made available to all relevant staff • Detailed pupil information provided for all relevant staff • Continue to train staff for children with physical needs • Enhanced pastoral support for specific pupils • High Needs Funding applied for when needed. • Work differentiated in pace, style and content • Transition meetings used to identify and plan for the needs of all new and existing pupils and to facilitate advanced planning • SENDCo identifies and co-ordinates provision of staff training related to needs of pupils on roll and in anticipation of needs of new pupils • Use of different styles of teaching and learning in classrooms • Use of PKS standards to monitor progress where appropriate • Recent development of the use of Learning Walls to support classroom learning • Liaison with external services and agencies (physical, sensory, speech, learning, behaviour etc.) • TA deployment to cover a mix of curriculum needs • Special arrangements made for SATS (extra time applied for, use of amanuensis) • Specialist resources available to support specific needs (laptops, scissors, rulers, writing slopes, specialist seating) • Pupils & parents involved in provision mapping and personalized plans • LA referral system (LIFT) used to maximise support available to pupils • Range of interventions provided for children with difficulties in Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health and Physical / Sensory needs. 				
ISSUES IDENTIFIED		<ul style="list-style-type: none"> • Some pupils, especially ASC struggle with unstructured times such as break times • Playground is dominated by football and some vulnerable children have limited opportunities to play space • High proportion of pupils with ASC means that classrooms would benefit from greater use of visual timetables • Greater use of visual supports in classrooms needed to support a wide range of needs • Need to ensure equality of access – this is not currently monitored. Club range has been restricted by Covid. • Not all staff have a good understanding of Equality issues and DDA. • IT is restrictive and can be difficult to access • Regular review and evaluation of accessibility issues is currently happening in isolation 				
OBJECTIVE	STRATEGIES	RESOURCES	TIMESCALE	SUCCESS CRITERIA	RESPONSIBILITY	M&E
To provide a more inclusive range of activities at breaktimes to support health, wellbeing, physical development and social/emotional development	Increase the range of equipment available at breaktimes for children to play with	PE Premium budget	Term 1&2	Increase in children engaged in active play	SD	SD
	Provide access to more structured activities eg: reading, lego, board games	PE premium budget	Term 1&2	Vulnerable children able to engage with others at playtime		
		PE Premium budget	Term 1&2			

	<p>Re-develop playground marking to support physical activity and active learning across the curriculum</p> <p>Divide the playground to create dedicated football area</p>	None	Term 1&2			
Increase the use of visual supports as a key element of Quality First Teaching	<p>Provide templates for word mats and other table-top resources</p> <p>Focus review of QfT strategies in SEND review meeting and PPMs</p> <p>All classrooms to have a visual timetable displayed and in use</p> <p>Develop the use of Learning Walls as a tool for visual supports</p>		<p>Term 1&2</p> <p>Term 1&2</p> <p>Term 3&4</p> <p>Term 3&4</p>	<p>Teachers are reviewing their QfT provision within provision maps</p> <p>Teachers can talk about their QfT provision in PPMs and SEND reviews</p> <p>Learning walls feature visual reminders / mnemonics</p> <p>Visual supports evident in learning walks</p>	SD	SD / AM / EM
To ensure equitable access to enrichment activities for all pupils	<p>Provide a wide range of clubs and enrichment activities to engage a diverse range of pupils</p> <p>Ensure detailed risk-assessment, where necessary, for any activities being accessed by a pupil with disabilities, especially when off-site</p>		<p>On going</p> <p>On going</p>	<p>Pupils from vulnerable groups are equally represented in club attendance</p>	SD	SD
Raise staff awareness of the Equalities Act and the content of the school's Equality policy	<p>Equality Act to be added as an appendix to the Equalities policy</p> <p>Headteacher briefings to include regular reference to equality issues and best practice</p>		<p>Term 1</p> <p>Ongoing</p>	<p>Staff can articulate their key responsibilities in relation to the Equalities Act</p>	SD	AM / Govs
Overcoming potential barriers to learning and assessment for individuals and groups of pupils	<p>Curriculum policies to be updated to follow best practice in inclusion</p> <p>Improve access to IT – ipads / netbook and appropriate programs</p> <p>Staff training needs identified and provided for, as required</p>		Ongoing	<p>Vulnerable pupils across the school are making progress in line with their peers wherever possible and, in some cases, differences are diminishing</p>	AM	AM / Govs / SD
Accessibility Audit to be developed collaboratively and dynamically	<p>Accessibility Audit to be added to the U drive as a working document</p> <p>Tri-annual Accessibility meetings to review issues and progress</p>		<p>Term 1</p> <p>T2, 4, 6</p>	<p>Accessibility Audit is a working document</p> <p>Accessibility Plan is detailed and current</p>	SD	AM / Govs

	Nominated staff to lead strands; SD – curriculum, HH – Physical Access, RL – Written Information		Ongoing			
PHYSICAL ACCESSIBILITY						
CURRENT GOOD PRACTICE	<ul style="list-style-type: none"> Classroom environment clearly labelled and organized Wheel chair access via main gate and staff entrance. School is built on one level – wheelchair access throughout the school. Audible fire alarm Hall has had panels fitted to improve acoustics Disabled toilet near reception / hall Fold-up wheelchair available Access to EYFS via DDA compliant door and ramp. Automatic lighting in reception area Accessible entry via electronic gate Interactive whiteboards fitted in all classrooms at an accessible height Classroom furniture is at an appropriate height for each age group 					
ISSUES IDENTIFIED	<ul style="list-style-type: none"> Steps from each classroom to the outside area (fire exits) Steps from classrooms up onto the playground areas, although alternative access is available through reception and the main gate Wood chip area may be difficult to access for wheelchair users 					
OBJECTIVE	STRATEGIES	RESOURCES	TIMESCALE	SUCCESS CRITERIA	RESPONSIBILITY	M&E
To make the school site more accessible for those with hearing impairments	<p>Consider access to the school as this is currently through speakers at gates</p> <p>Link light system to the fire alarm / lockdown alarm system to provide visual alert</p>		April 22	Hearing impaired persons can access the school site independently	AM /HH HH	AM / Govs
To improve safety on steps around the school	<p>Ensure all steps are clearly marked with yellow edging to increase visibility</p> <p>Install a handrail for the steps leading from the playground to Porteous class</p>		Ongoing	No reasonably preventable accidents occurring on steps	HH HH	AM / Govs
To ensure that the school is able to support any child with personal / intimate care needs	Investigate the possibility of fitting changing facilities in the disabled toilet		Terms 1 & 2	Provision can be made for children with personal / intimate care needs	HH	AM / Govs
Improve lighting on the school site	<p>Replace lighting on path to reception so that it automatically switches on at dusk</p> <p>Replace floodlights in the school car park</p>		Term 1	Staff feel safe leaving the school site at the end of the day		
Ensure emergency access and egress for all	<p>Ensure wheelchair access to all areas of the school</p> <p>Regular visual checks of egress routes</p>		<p>Ongoing and as required</p> <p>Weekly</p>	Fire drill checks show that persons with physical disabilities would be able to exit the school safely	AM / HH HH	<p>AM</p> <p>AM</p>

	Investigate widening of gate onto school field to enable fire / ambulance access		Term 1&2		HH	AM
WRITTEN INFORMATION						
CURRENT GOOD PRACTICE	<ul style="list-style-type: none"> Information shared by email, letter and text for parents / carers Open door policy for parents to raise questions / concerns with staff Promote other formats if required eg large print, other language Risk assessments for individuals if necessary 					
ISSUES IDENTIFIED	Limited information on local offer available on the school website – currently just signposting Lack of appropriate signage around the school site					
OBJECTIVE	STRATEGIES	RESOURCES	TIMESCALE	SUCCESS CRITERIA	RESPONSIBILITY	M&E
To increase awareness of the local offer	Develop the content of the SEND web pages on the school site		Ongoing	Parents of children with SEND report feeling supported	SD	AM / Govs
Improve signage around the school	Replace laminated signs with larger, clearer custom-made signage		Terms 1 & 2	Visitors to the school are able to navigate the site effectively	HH	AM / Govs
Ensure that information to parents / carers is clear and accessible	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.		Ongoing	All parents receive information in a form that they can access	HH / RL	Parent feedback AM / Govs
	Provide a Prizmo Go workshop for parents and children		Term 2	Pupils are using Prizmo Go to support their learning in class and at home, as appropriate	SD	

