

**Hambrook Primary School**

**Accessibility policy and plan**

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| Ratified by the Governing Body on: | Date: December 2021 |
| Date for review: | Date: December 2023 |

**Accessibility Policy**

**Our vision and values at Hambrook Primary School**

**Our vision is: ‘Whole child, whole school, whole hearted’**

**Whole child:** At Hambrook we recognise the importance of providing each child with not just a high quality education but also the tools to be successful in life. We strive for children to reach their full potential and achieve success in all their endeavours

**Whole school:** We work tirelessly to create an inclusive community where children have a sense of belonging and responsibility. We actively encourage children to consider and respect others in both our local community and the wider world

**Whole hearted:** We are a school that is passionate about the wellbeing and achievement of all the children in our community. We strive to ensure that everyone is challenged, supported and encouraged to achieve their full potential. We want our children to leave our school with kind hearts and open minds.

**Our values are:**

**Courage, Forgiveness, Independence, Resilience, Service, and Truthfulness**

Our vision and values show what we promote and explicitly teach in our curriculum, so we help build children who are a credit to themselves, their family and their school. To create a community where all individuals are valued and respected.

**Responsibilities**

Our school governors are responsible for determining the content of the policy and the head teacher is responsible for its implementation.

**Publication**

This policy will be published on our school website.

**Monitoring and evaluating**

This policy will be monitored as part of the schools’ monitoring and evaluation programme.

**Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against.

**Introduction to the policy**

At Hambrook Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs, and should allow each child to fulfil their potential.

Aims and objectives of this policy

* To increase the extent to which disabled pupils can participate in the curriculum.
* To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
* To improve the availability of accessible written information.

Our accessibility plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The accessibility plan will be reviewed every two years in respect of progress and outcomes.

The accessibility plan that follows this policy is structured to complement and support the school’s equality objectives and will be published on the school’s website. We understand that South Gloucestershire local authority will monitor the school’s activity under the equality act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment and enables full curriculum access and values 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.

Our accessibility plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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 these pupils are as equally prepared for life and 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 aid to access education within a reasonable timeframe.
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples 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.

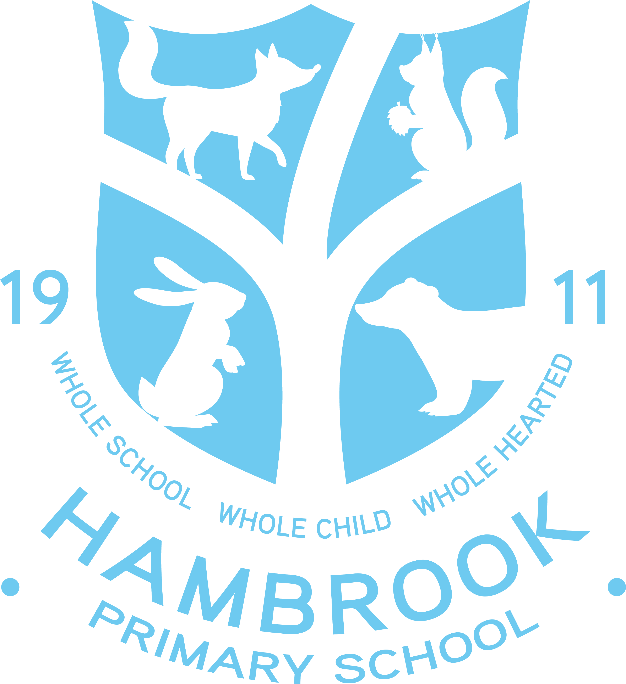
The accessibility plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

* Curriculum policy
* Equality objectives
* Disability Equality scheme
* Staff development policy
* Health & safety policy
* Special Educational Needs and Disabilities (SEND) policy
* Behaviour policy
* School Development Plan
* School Prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which is regularly updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school during each period covering this plan, in order to inform the development of the plan moving forward.



**Hambrook Primary School**

**Accessibility Plan 2021-23**

**Improving physical access**

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| Target | Strategies/Who is responsible | Timescale | What will success look like? |
| To be aware of the access needs of disabled children, staff, governors and parents/carers | * Ensure the school staff & governors are aware of access issues (‘access’ meaning ‘access to’ and ‘access from’) * Create access plans for individual disabled children as part of our SEND processes * Ensure staff and governors can access areas of school used for meetings * Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school * Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired | Ad-hoc | * SEND objectives are in place for disabled pupils and all staff are aware of pupils’ needs * All staff and governors are confident that their needs are met. * Continuously monitored to ensure any new needs arising are met. * Parents/carers have full access to the required areas of school as necessary. * PEEPS are prepared and reviewed as individual needs change. |
| Ensure safety for visually/hearing impaired people | * Check if any children have a visual/hearing impairment (or develop an impairment during their time at our school) * Regular checks that exterior lighting is working * Ensure fire safety systems have visual signalling (e.g. flashing beacons) as well as audible alarms where possible. * Install hearing loop when necessary | Annually as children join our school in Reception class, and also ad-hoc for all others | * Visually/hearing impaired people feel safe in school grounds. |
| Ensure each area of school has wheelchair access | * Gaining access to or from school is possible for wheelchair users * Internal doors accessible for wheelchair users | In place | * The new part of the building was designed and built with wheelchair access in mind; the main entrance of the school is wheelchair friendly and the corridors give access to classrooms and meeting rooms on one level. * A lift provides access to Reception classroom and the School Hall. There are areas of the old part of the building that are accessible only by stairs. In all cases where these rooms need to be used, accessibility for all is considered, and the location changed should it be necessary. * All internal doors within the new part of the building are accessible by wheelchair. Some internal doors in the old part of the school may not be accessible, and this would be reviewed and changes made as necessary. |
| Disabled access toilet available |  | In place | * Two disabled toilets are available; one in the main foyer and one downstairs by the School Hall. |
| Safety around fire exits/drills | * Check there are enough fire exits around school that are suitable for those with a disability * Adjustments to be made where necessary for those with sensory processing needs | Ad-hoc | * There are enough fire exits for all people on premises to be able to exit safely. A separate assessment will be made wherever necessary to accommodate those who may not be able to use those exits * Fire alarm checks are undertaken weekly before school, to minimise distress to those with sensory needs. * Full fire alarm evacuation drills are undertaken as per our health & safety requirements, but adjustments will be made as necessary to prepare those with sensory needs. A PEEP will be considered in these cases. |
| Accessible car parking | * Disabled staff and visitors have a place to park near the entrance to the school | On-going | * There is a designated parking space opposite the school entrance for disabled staff and/or visitors to park. * Those who are not disabled/in receipt of a blue badge are regularly reminded not to use the parking space for any reason. |

**Improving curriculum access**

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| Target | Strategies/Who is responsible | Timescale | What will success look like? |
| All school visits and trips should be accessible to all pupils | * Ensure venues and means of transport are vetted for suitability * Develop guidance on making trips accessible | On-going | * All pupils are able to access all school trips and take part in a range of activities. |
| Review PE curriculum to ensure PE is accessible to all pupils | * Review PE curriculum to include disability sports | On-going | * All pupils have access to PE and are able to excel with support where needed. |
| Ensure disabled children/children with SEND can take part in after-school activities. | * Discuss requirements with staff who run before & after-school clubs. Support and changes to be made where necessary to enable children to participate fully. | Ad-hoc | * Disabled children/children with SEND feel able to participate equally in out of school activities. |
| Ensure any support staff have specific training on disability/SEND issues | * Identify training needs on an ad-hoc basis, | Ad-hoc, or reacting to a specific event e.g. a new EHCP, new diagnosis or pupil progress review | * Raised confidence of support staff, who will feel enabled to carry out activated that include all children. |
| Learning aids to be produced | * SENCo/Inclusion Support lead | Ad-hoc | * Resources made available in line with pupils’ needs |
| Intervention training for support staff | * SENCo/Inclusion Support lead | Ad-hoc | * Support staff able to work with increased knowledge and provide appropriate resources/assistance for pupils. |
| Regular support meetings to take place to assess and address pupil needs | * SENCo/Inclusion Support lead/class teacher | Termly, and via annual EHCP assessment where appropriate. | * Pupil needs are being reviewed and addressed. |
| Training for teachers on differentiating the curriculum for disabled children/children with SEND as required | * Head teacher to advise | Ad hoc | * Teachers are more able to fully meet the requirements of disabled children/children with SEND access the curriculum. |
| Staff trained to meet individual medical needs of pupils where applicable | * Head teacher/First Aid lead/SBM | See right | * Staff first aid qualifications to be renewed every three years. * Individual medical needs of pupils’ to be kept on file and any relevant medication/health plans from medical professionals to be stored as required. * One central person to be responsible for the storage and care of any medication/health plans and to notify parents if medication goes out of date. |

**Improving access to information**

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| Target | Strategies/Who is responsible | Timescale | What will success look like? |
| Understand the needs of pupils and their parents/carers and ensure information can be made available in relevant formats, including but not limited to:   * Large print * Braille * Pictorial or symbolic representations | * SENCo/Inclusion lead/Head teacher/SBM | Ad-hoc | * Pupils and/or their parents/carers have access to curriculum information and all other school information in a format that meets their needs * The school makes itself aware of the services available through the local authority for converting written information into alternative formats. |
| Ensure signage is suitable for non-readers, is clear and well-situated | * Head teacher | Ad-hoc | * Pupils, their parents/carers and visitors are able to navigate school regardless of disability. |