**Accessibility Plan**



Statement of Intent:

Under the Equality Act 2010 school has developed an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as the past, meaning that schools: Cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Equality Act 2010 defines a person with a disability if:

1. He/She/They have a physical or mental impairment 2.

2. The impairment has a substantial and long term adverse effect on his/her ability to carry out normal day-day activities

The Accessibility Plan is listed as a statutory document of the DFE guidance on statutory policies for schools. The plan is reviewed every 3 years and approved by the Governing Body. As the Plan is reviewed it might be necessary to ‘Roll’ some targets onto the next three year plan. At Hapton primary School we are committed to working together to provide an inclusive, inspirational learning environment where all children can learn and develop an enthusiasm for their learning. At Hapton all children have the right to be happy, safe, valued and included so that they can develop our Christian Values of Trust, Friendship, Justice, Courage, Peace, Truthfulness, Thankfulness, Hope, Forgiveness, Compassion, Love and Wisdom as future citizen’s in a diverse community.

The main aim and intention of this plan is to provide a projected three year plan based on:

• This plan has been drawn up based on current information about our pupils, parents, staff and governors of the school. It will work alongside other polices and planning documents.

• The Accessibility Plan is structured to complement and support the schools Equality Policy and will be published on the website as a public document alongside the Local Offer.

• We are committed to providing an environment that enables full access to the Curriculum that includes and values all pupils, staff, and parents, visitors regardless of physical, sensory, social, spiritual, emotional and cultural needs.

• We are committed to taking a positive actions with regards to disability and to develop a culture of inclusion, support and awareness.

• The plan shows how access is to be improved for our disabled community and within reasonable frameworks anticipating future needs and adjustments to accommodate practical inclusion.

• The plan aims to increase access to the curriculum for all pupils for all pupils regardless of disability. This includes the school curriculum/ the wider curriculum for example: trips/ visits/ curriculum outside school – swimming/ cultural activities and the equipment that may be needed to be as inclusive as possible

• Maintaining the physical environment – adding specialist equipment, training

• To improve the delivery of written information to pupils, staff, parents and visitors with disabilities for example: text books/ timetables/ information about events/ letters etc.

• Consultations with specialists/ buildings surveyors/ the Local Authority – will take place where appropriate.

This Accessibility Plan should be read in conjunction with following school policies:

• Behaviour Policy

• Curriculum Policies

• The Local Offers

• Health & Safety Policies

• Equality Act

• Medicines Policy

• SEND Policy

• The School Improvement Plan

We currently have children who have: ASD/ ADHD/ Speech & Language Needs/ SEND needs/ Asthma/ Allergies, Visual impairment/Mental Health Needs/ Social and Emotional Needs

Some areas of the curriculum present particular challenges to some pupil, for example: PE/ swimming/ Art and DT/ writing. Staff ae aware of how they can adapt the curriculum or activity to allow children to take part and the school to do its upmost to provide resources, equipment to allow them to do so.

Current Situations:

• The school has an increase in ASD/ behavioural needs including mental wellbeing Aims:

• To increase the access to the curriculum for all children and those with disabilities • To improve the delivery of written information to pupils

• To fully meet the medical needs of our children so they can access the curriculum

• To enable pupils to express their views on the access to the curriculum for all

Curriculum - To ensure all children with a range of need are catered for: Equipment bought based on specialist advice inc PE equipment, Trips are accessed fully Swimming is accessed fully SENDCo – referrals. Individual Staff requests when needed Specialist teacher Equipment Money spent is based on Specialist Referral advice Equipment bought helps children progress within the curriculum. To refer children for specialist advice i.e. Occupational Therapy/ School Nurse/ Speech Therapist SENDCo requests when needed Specialist teacher. Correct advice is followed for progress of the children Curriculum Access and Provision

Curriculum Access - To ensure Dyslexic children have access to a Comic Sans Print within their work/ around school. Work is accessible/ legible/ easy to read. To allow all children to have access to a Visual timetable. To differentiate this visual timetable based on children’s own needs. All children know what is happening today and tomorrow. Incidental change managed. To ensure children have a seating plan within the classroom to access the curriculum without disruption. All children can access the curriculum i.e. visual/ hearing/ behavioural

Curriculum Information - Information is shared between class teachers to ensure transition is consistent. IEPS/ Medical Needs/ Equipment is passed up, discussed ready for start of the new year. All pupils have the opportunity to participate in the full curriculum, the wider curriculum. Some aspects of the full and wider curriculum might prove challenging for some pupils, for example: break times/ lunch, after school clubs, trips, swimming.

Current Situation:

• There are children in school who need access to equipment to help them succeed i.e. laptop/ ipads/ APPs Aims:

• To improve and maintain the physical environment so pupils have as much access as possible

• To enable pupils to express their views on the access to the physical environment The Building:

• Hapton Primary school is a single storey building with steps leading to the office with lift access and access from different points outside.

• Emergency lighting is fitted to all corridors and main exits

• There is a ramp leading onto the yard and there is a disabled toilet with an alarm.

• The hall can be accessed from the outside through class 1

• There is currently no shower installed

• The school hall is sued for Assemblies, PE, Dinner and sporting after school clubs

• The staff car park is on one level

• We currently have 1 disabled parking space

We have enquired about the cost of installing an electronic signing in system for Safeguarding for all staff, children, visitors and parents. We have a robust safeguarding system. All visitors aware of safeguarding/ Health & safety/ evacuation process

We ensure Dyslexic children have access to a Comic Sans Print around school so that work is accessible/ legible/ easy to read. All staff have an up to date record of medical needs. We ensure all staff share needs of children during Transition. IEPS/ Medical Needs/ Equipment is passed up, discussed ready for start of the new year. We ensure all new staff are trained on CPOMS. As new staff are appointed safeguarding systems are adhered to and robust. We are in early communication with parents when we have new starters in Reception. . We collect information regularly and have an open door policy to enable parents to share views, concerns and needs of individual children.

We ensure Mental Health Needs are catered for: Senior mental health lead, family learning mentor, Wellbeing Ambassadors, Lego Therapy, Inside out programme, nurture and mentoring sessions for groups and individuals.