Harden Primary School
Accessibility Plan - 2020 to 2023

This Accessibility Plan is compliant with the current legislation and requirements and supplements the Equality & Diversity Policy. Governors are accountable for ensuring the implementation, review and reporting on progress of this plan annually.

The aim of the Accessibility Plan ensures that the school continues to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by the school.

Definition (Equality Act 2010)

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. 'Substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

At Harden Primary School we are committed to providing an accessible environment which 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 with regard to disability and to reinforcing our culture of inclusion.

At Harden Primary School we currently have pupils with visual and hearing impairment, personal care needs, and also pupils with additional learning and physical needs.

The plan addresses our current school community but recognises the need to make reasonable adjustments where practicable if the situation changes. It also acknowledges that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

The Accessibility Plan will contain relevant actions to:

1. Improve awareness of **equality and inclusion**.

2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

3. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

4. Improve and make reasonable adjustments to 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 time frame.

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The School's complaints procedure also covers the Accessibility Plan. .

The Plan will be monitored through the Governing body.

Accessibility Plan 2020- 2023

	Targets	Strategies	Responsibility	Timeframe	Success Criteria
Equality and Inclusion	Accessibility Plan and Equality become an annual agenda and governors meetings	Accessibility plan and equality added to policy schedule review list	Head teacher/chair of governors	Review annually	Adherence to current legislation.
	Training to raise awareness of equality and disability issues	Discuss perceptions of issues with staff/governors to determine the current status of school.	Head teacher/ SENCO	Continuous	Whole School community aware of issues relating to access.
	To ensure that all children and staff can access the 'whole' of school life.	Discussions with parents, staff and pupils and other professionals where appropriate re strategies. Sharing resources with parents, staff and pupils. Liaising with professionals and parents regarding ongoing support. Collaborating with other professionals across the trust sharing good practice. School dog to nurture and sooth.	All staff	On going	All children, parents and staff will be included and feel included in the whole of school life and can access all that is provided. Through parent/child questionnaire
	To ensure all families regardless of financial stability can access all school life.	Publishing pupil premium funding so families understand the support available. Use of pupil premium money to support families by offering: uniform grant, FSM, contribution	Head Teacher	Always available	All families are able to access all that school offer.

		towards visits, contribution towards after school clubs, travel assistance etc.			
	Targets	**Strategies**	**Responsibility**	**Timeframe**	**Success Criteria**
Physical Environment	The school is aware of the access needs of disabled pupils, staff, governors, parents/carer's and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required.	SENCO	As required	IEP's in place for disabled pupils and all staff aware of pupils needs
		Be aware of staff, Governors and parents / carers access needs and meet as appropriate.	Head teacher	Continuous	All staff, governors and parents have full access to all school activities
		Consider access needs during recruitment process.	Head teacher	As required	Access issues do not influence recruitment and retention.
	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign or any building works planned.	Head/ Governors/ Site manager	As required	Re-designed areas are usable by all
	Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including the hall.	SENCO / Head	Continuous	Hardware and software available to meet the needs of children as appropriate
		Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils when needed.	SENCO / Head	Continuous	

	Ensure hearing equipment in classrooms to support hearing impaired when needed	Assessed individual as per need	SENCO / Head	Continuous	All children have access to the equipment
	Targets	**Strategies**	**Responsibility**	**Timeframe**	**Success Criteria**
Curriculum	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation, second language learners and any other disability and recording methods Online learning modules if required	SENCO	Continuous / as required	Raised staff confidence in strategies for differentiation and increased pupil participation
	Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	SENCO	As required	Raised confidence of support staff
	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	SENCO	As required.	All staff aware of individuals needs
	Use ICT software to support learning	Make sure software installed where needed	ICT / SENCO	As required	Wider use of SEN resources in classrooms
	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Head / SENCO / all staff	As required	All pupils in school able to access all educational visits and take part in a range of activities
	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports	PE co-ordinator	As required	All to have access to PE and be able to excel

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Written	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print	Office	As required	All parents receive information in a form that they can access
		School office will support and help parents to access information and complete school forms as necessary	Office	As required	
		Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Website design team	By December 2020	Documentation is accessible
	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	All staff	Continuous	Excellent communication
	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENCO	Continuous	Staff produce their own information
	Annual review information to be as accessible as possible	Develop child friendly IEP review formats	SENCO	Continually reviewed	Staff more aware of pupils preferred method of communications
Extra Curricular activities	Ensure all children can access all extra curricular activities provided.	Make reasonable adjustments. Provide an extra member of staff to assist	SENCO	Continuous	All pupils able to access extra curricular clubs regardless of disability.
Emergency Evacuation	Ensure all children despite of any need understand and know how to evacuate the building safely.	PEEPs for each child who need assistance to evacuate safely. Discussion with parents, staff and child.	SENDCo	By December 2020	All pupils able to evacuate safely. Fire practice to show impact of PEEPs.