

# Huby CE Primary School

## Accessibility Plan



Date: 28.8.21

Date of review: 28.8.24

Only our best will do, be kind to one another

Our vision is for everyone to have a thirst for learning within a high quality, caring, inclusive school built on Christian values. We foster an environment where children show respect and kindness to one another and the world around them and who are prepared for an ever-changing world.

Colossians 3:23, 'Whatever you do, work at it with all your heart'.

Friendship, Respect, Perseverance and Courage

At Huby C of E Primary School we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our school provides pupils with the opportunity to experience understand and value diversity. This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

### Definition of Disability

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities.

At present we have no wheelchair dependent pupils, parents or members of staff.

### Contextual Information

Main building	The school is a single storey building which is accessible for wheel chairs to be used. There are no disabled toilets. Corridors are wide enough for wheel chairs to be used in public areas but classroom doors in Class 1,2 and 3 are not wide enough for a wheelchair to fit through. Doors have low fitted handles. No area for intimate care to be carried out.
Classrooms within main building	Classrooms are not accessible for wheel chairs and wheelchair users would not have access to the fire doors. There are no disabled toilets.
Outside classroom	Is wheelchair accessible. There are no disabled toilets.
Hall	Main entrances are flat. Access to the fire doors and kitchen is clear and suitable for wheel chair bound pupils or staff
Playground	Available for all pupils. Access is available without the need to use steps
Wildlife area	Wildlife area can be accessed without using steps
Field area	Available for all pupils
Entrance paths	All clear of steps allowing easy access for all pupils and parents

### Curriculum improvements

Target	Strategies	Time scale	Responsibility	Success Criteria
To increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods. Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
To ensure all educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	On-going	SENCO/EVC	All pupils in school able to access all educational visits and take part in a range of activities
To ensure classroom resources are accessible for all	Class teachers to review organisation of classrooms/resources to ensure layout and labels are inclusive and accessible to all	As required	Class teachers	All pupils able to access resources, increased participation

### Improving access to the physical environment of the school

Target	Strategies	Time scale	Responsibility	Success Criteria
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To consider the layout of the school and access for all pupils	Consider any redesign to allow all pupils/visitors to access all areas of the school	As required	Head/SENCO	All areas of the building accessed by all
To consider the need for an intimate care room	Review the needs of all pupils annually and consider redesign	As required	Head/SENCO	Re-designed buildings are accessible to all
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from HI specialists, OT. Consider layout of room	Ongoing	SENCO	All children will have access to an appropriate environment

### Improving the delivery of written information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is 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	During induction Ongoing Current	SENCO	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Ongoing	Office staff	Excellent communication. Ongoing appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included