

Huby CE Primary School

Accessibility plan- 2018-2021

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 to 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 in the 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 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
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
Ensure all staff have training in Makaton and update this as required, and specific training on disability issues .	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	September 18 On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Review PE curriculum to ensure PE accessible for all	Ensure appropriate support is in place to ensure all children can participate	As required	SENCO	All to have access to PE
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Summer 2018	SENCO/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Curriculum access	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	As required	CT/ SENCO	Increased pupil participation
Curriculum resources	Maths leader to review concrete resources used in Maths. Trial approaches to make more inclusive e.g. use of fewer more common resources e.g. all counters same size and	Summer 2018 As required	Maths subject leader/SENCO	Increased pupil participation

	colour for teaching one to one correspondence. All resources to aid independence and learning to be bought as required.			
Training & links	Provide appropriate and relevant ongoing training all staff on matters of inclusion – LAC training, Attachment. Work with EMS (as appropriate further inclusive approaches.	As required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	As required	SENCO Occupational Health	For pupils medical needs to be met to ensure they are fully included in all aspects of school.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time scale	Responsibility	Success Criteria
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	As required	Head/ Governors	Re-designed buildings are usable by all
Consider need of intimate care room	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors	Re-designed buildings are usable by all

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
Access to information for pupils, parents, carers for who English is additional	Website translator	ASAP	Headteacher	For information to be easily accessible for all.

language.				
Clear, straight forward and simple communication with parents and community	<p>Provide information and letters that is simple to understand and does not overuse educational 'jargon'. School office will support and help parents to access information and complete school forms.</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	As required	Headteacher	All parents receive information in a form that they can access and is easily understood.