

Hexthorpe Primary Academy



Accessibility Plan 2017 – 2020

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Hexthorpe Primary Academy intends, over time, to increase the accessibility of our academy for disabled pupils. Hexthorpe Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out our proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the academy curriculum; which includes teaching and learning and the wider curriculum of the academy, such as participation in after school clubs, leisure and cultural activities or educational visits;*
- b. Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;*
- c. Improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled*

Documents and policies

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

- Curriculum policies*
- Staff development policy*

- *Health and Safety Policy*
- *Special Educational Needs Policy*
- *Behaviour Policy*
- *School Development plan*
- *Academy prospectus and Vision Statement*

The Academy complaints procedure covers the Accessibility plan.

Training

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

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website*
- A paper copy is available from the front office*

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Hexthorpe Primary Academy will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually.

Approved by:

Date: June 2017

Next review date: June 2020

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability*
- Improve and maintain access to the physical environment*
- Improve the delivery of written information to pupils*

The table below sets out how the academy will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	HPA offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully	Short term Training for specific staff including medical as appropriate (Epi pen / moving & handling in particular	Audit of CPD for staff and governors needed	SEN team	October 17	List of areas staff feel they would like training for – matched to pupil need. Raised confidence of staff and governors in their commitment to meet access needs.
	HPA has pupils with particular needs highlighted in the staffroom.	Short term Staff are aware of pupils identified as having a disability/ access needs	Register of pupils with a disability needs to be updated.	SEN team	Sept 17 & termly reviews	Raised awareness of disability throughout school
Improve and maintain access to the physical environment	Specific children have particular equipment which has been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Short term Arrange meetings to discuss children and ensure accessibility for children with a range of learning/ behavioural / physical needs	Discuss and implement any changes to furniture and equipment to support the learning process in individual class rooms.	NPW Class teachers	July 17	Pupils and staff are able to move round the school confidently. Lessons start on time without having to make further adjustments

	HPA is generally well maintained with minor day to day repairs reported by staff carried out regularly.	Short / Medium term Improve environment and access for people with disabilities.	All staff to follow correct procedures regarding reporting minor repairs.eg. replacing broken lightbulbs speedily.	Site supervisor	As needed	The academy can be accessed safely by visually impaired people
	HPA has fire practices at least 3 times a year. Fire wardens are aware of the areas in which they work	Ensure that all pupils with a disability can be safely evacuated from the school Long term Install additional ramps on external fire doors as appropriate	Personal Emergency Evacuation Procedure (PEEPs) are written for pupils who have a very particular, identified concern Discuss with financial manager	SEN team / class teachers SEN team / finance manager	Autumn term 17 & ongoing When funding is in place	All disabled pupils and staff caring for them are confident they can leave the building safely in an emergency People with disabilities can access the playground independently.
	Steps currently have yellow lines in playground to guide children	Long term To improve the visibility of yellow lines.	Repaint all yellow lines on playground to help with visibility	SLT	On-going 2019	Yellow lines visible
Improve the delivery of written information to pupils	Staff are welcoming and happy to invite parents and visitors into school	Medium term Improve communication at the front door	Create leaflets which are available at the entrance hall to direct parents and visitors to local support networks	SLT Pastoral team	Ongoing from May 2017	Leaflets easily available in the main entrance area of the academy.
		Short term Review information for parents/carers to ensure it is accessible Long term	Consult parents/carers about access needs for pupils when a child is admitted to school Produce newsletters in an	Pastoral team	December 2017	Parents are happy the academy is aware of the needs of their children prior to starting school. Newsletters are

			alternative format if required	SLT	As needed	accessible to all in their preferred method of communication
		Medium term Inclusive discussion of access to information in all SEN reviews	Consultation with parents, carers and children needed about access to information and preferred formats in all reviews	SEND team	As needed	Staff more aware of individual pupils' preferred method of communication.

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
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Number of storeys	The academy has one storey. It is on a single level but at different heights. There is a gentle slope between each section.	External access to be kept clear of obstacles. Internal slopes to be kept clear of obstacles.	Site supervisor Teachers / support staff	Ongoing.
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Parking bays	Disabled parking bay to be left available for people with disabilities.	Staff to be reminded of not parking in the bay. Repainting to take place as needed	SLT Site supervisor	Ongoing
Ramps /Entrances	All classrooms ramps to be accessible by wheelchairs	Ramps to be kept tidy and free of obstructions.	All staff	Ongoing
Toilets	Toilets for wheelchair uses are situated in the Foundation area, the administrative area and the staffroom area	Toilets for wheelchair uses to be kept tidy & not used as storage space. Resiting of mirror in the administrative area to be considered	Site supervisor	Ongoing Christmas 2017
Reception area	Reception area spacious and accessible to wheelchair uses. Office communication window accessible to wheelchair uses.	Office staff to report any problems to site supervisor	Office staff Site supervisor.	Ongoing
Internal signage	Signage in all areas to be improved.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SEN team	December 2017

Emergency escape routes	Emergency escape routes clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing to 2019
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