



**Huntington
Community Primary School**

**Accessibility Policy
and Plan (2022-25)**

Approved by the Premises and Health & Safety Committee: 09.11.22

Approved by the Governing Board: 07.12.22

Signed by:

Headteacher

Date: 07.12.22

Chair of Governors

Date: 07.12.22

Next review November 2025

Contents

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

Appendices

- a) Accessibility Plan 2022-25

Statement of intent

Huntington Community Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the *Accessibility Plan* (see [Appendix a](#)).

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the *Equal Opportunities Policy: Pupils*, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the *Staff Equality, Equity, Diversity and Inclusion Policy*.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy - Pupils
- Nursery Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administration of Medicines Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Strategic Improvement Plan
- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

A person is defined as having a ‘**disability**’ if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan (monitoring of the latter is delegated to the Premises and Health & Safety Committee).

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administration of Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The Accessibility Plan will be presented within this Policy, which is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the Governing Body and SENDCo every three years.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. The Accessibility Policy and Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Nursery Admissions Policy and with CWAC's Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP and other pupils with SEND are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their educational, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Class teachers and the SENDCo will work together to create/adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND is given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. Monitoring and review

This policy will be reviewed on a three-yearly basis or when new legislation or guidance concerning equality and disability is published. The Governing Board and Headteacher will review the policy in collaboration with the SENDCo.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan 2022-25

PLANNING DUTY 1: CURRICULUM

Governing Boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Identified Area	What will we do	Who	When	Monitoring / evidence
Short term	Provision of a broad and balanced curriculum that engages all pupils, including those with SEND.	<ul style="list-style-type: none"> • Ensure subject leaders monitor SEND pupil achievement and curriculum access within their subject. • Differentiate learning activities, when appropriate, to meet the needs of all pupils (while ensuring suitable challenge). • Review the attainment of all pupils and pupil groups on a termly basis. 	Subject leaders Teachers SENDCo / HT/Teachers	Feb 2023 & ongoing	Monitor Feb/July 2023 Evidence: <ul style="list-style-type: none"> • Evidence from subject leader monitoring of teaching and learning (lesson planning and observations, learning walks, workbook scrutiny) • Pupil Progress Meeting documents • SEND documentation
Medium term	Access for SEND pupils to educational visits (including residential visits)	<ul style="list-style-type: none"> • Conduct site visits prior to all residential visits, to ensure pupils with a disability can participate as fully as possible. • Utilise all relevant documentation (e.g. IHP, IEP/EHCP, medical information) when planning visits; ensure such information is taken on the visit. • Liaise with parents/carers to identify any additional pupil needs as part of the educational visit planning process. • Submit risk assessments for all residential visits via Evolve (requiring EVC and LA authorisation). 	Teachers SENDCo	Ongoing	Monitor educational visit records (yearly)
Long term	Access to extra-curricular activities.	<ul style="list-style-type: none"> • Liaise with parents/carers to encourage maximum participation in extra-curricular activities by pupils with SEND • Liaise with external providers to ensure equal access for all pupils, prior to activity delivery. 	Teachers SENCo External providers	During planning stage for extra-curricular activity.	Monitor activity planning records and feedback from pupils/parents/staff (yearly).

PLANNING DUTY 2: PHYSICAL ENVIRONMENT

Governing Boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

The school relocated to a new, fully accessible building in November 2018.

	Identified Area	What will we do	Who	When	Monitoring / evidence
Short term	Evacuation (or holding in a safe place) of pupils with SEND in the event of an emergency	<ul style="list-style-type: none"> • Prepare Personal Emergency Evacuation Plans (PEEPS) for individual pupils if deemed necessary. • Ensure clear procedures are in place, and are made known to all staff and visitors as necessary (e.g. evacuation procedure explained to visitors at the start of an event). • Maintain emergency equipment appropriately (e.g. First Aid kits, defibrillator, evacuation chair, fire detection system). 	Teacher / SENDCo Headteacher First Aid Co-ordinator, Bursar, Headteacher	On admission. Ongoing – informed on entering the building. Termly or as required.	Policy reviews and feedback. Evacuation drills.
	Ongoing accessibility of school site at all times for those with SEND.	<ul style="list-style-type: none"> • All staff to ensure the learning environment remains uncluttered and easily accessed/navigated – class teachers have specific responsibility for their own rooms. • All staff to receive and act on relevant training (H&S, SEND). • SEND documentation will highlight access requirements (e.g. mobility, vision and hearing). 	All staff All staff Headteacher All staff/ SENDCo	Ongoing Review points	Ongoing observations/incident records Annual premises review. Training records SEND documentation
Medium/ Long term	Continued accessibility of all areas of the school site for SEND pupils as outdoor spaces are developed (e.g. Forest Schools area).	Give due consideration to SEND/access issues during the planning of all outdoor developments.	SLT & Headteacher Governors	Ongoing	Planning documentation.

PLANNING DUTY 3: INFORMATION

Governing Boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Monitoring / evidence
Short term	Accessibility of information provided for parents/carers requires review.	Audit information delivery procedures (newsletters, school letters, texts, Twitter). Act on the audit (e.g. information provided should be in standard, clear fonts at an appropriate size and in plain English).	Bursar Headteacher SENDCo	Jan 2023	Information delivery audit. Parent/carer feedback. Example of changes in practice (e.g. fonts used in documents).
Medium term	Staff awareness of accessibility issues regarding information delivery.	Training for all staff in adjustments needed for common information accessibility issues (e.g. dyslexia, Irlens). Staff training to be provided on teaching/learning techniques for pupils with specific sensory needs, as relevant.	SENDCo Headteacher	End of 2022-23 academic year, and ongoing.	Information is fully accessible to all pupils.
Long term	Accessibility of school website.	Audit of website, taking advice from relevant professionals.	Headteacher Bursar	On website update.	Website is fully accessible, according to best practice guidance.