



Hemingford Grey  
SCHOOL

# ACCESSIBILITY PLAN

Date policy was last reviewed and approved:	<b>March 2015</b>
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## **Hemingford Grey Primary School Accessibility Plan**

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### **1. Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Hemingford Grey Primary School the Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the Governing Body’s Resources Committee.

At Hemingford Grey Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Hemingford Grey Primary School Accessibility Plan has been developed and drawn up by the Governing Body of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

3) Hemingford Grey Primary School 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Hemingford Grey. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Hemingford Grey Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour Policy
- Critical Incident Support Plan
- Equality Policies
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body.  
An accessibility audit will be completed by the school annually.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governing Body Resources committee

## **2. Aims and Objectives**

Our Aims are to:

- Improve and maintain access to the curriculum for pupils with a disability,

- Improve and maintain access to the physical environment to Improve the delivery of written information to pupils,

### **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening. Physical Environment Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are no parts of the school to which disabled pupils have limited or no access at the moment,

There are areas of the curriculum to which some disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, Other issues affect the participation of disabled pupils, for example: the administration of medicines and the provision of personal care.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff (see audit below).

### **4. Access Audit**

Physical environment

#### **1. Entrance and doorways**

The corridors and classrooms are wide and spacious enough for access. In the Key Stage 1 area, the internal entry points are narrow but would allow access for Key Stage 1 students using a wheelchair. Adult wheelchair users would have limited access, though one of the doors is significantly wider and so a teacher of that age group could be accommodated in that classroom. The fire exit point from the current year 3 and 4 classrooms to the outside is via a step and this is not suitable for wheelchairs. All rooms in the new build are easily accessible. In Key Stage 2, entry to the current Year 5 and 6 classrooms is via a small step and this may need adjusting for a wheelchair user. The main entrance is ramped. Access to the hall and dining areas is good and there is ramped decking from the KS1 classrooms. There is no ramp from the staffroom to the outside.

#### **2. Classrooms and staff areas**

All the classrooms and staff areas are at ground floor level, with blinds on windows and mainly carpeted floors. Chairs are at different heights for different age groups. The library area is very accessible. Although the high computer stools in the corridor would not be accessible to a wheelchair user, the computers in the library are at an appropriate height.

#### **3. Toilet facilities**

All toilets are on the ground floor. There are two disabled toilets, one located near the office and designated male/disabled, the other in the new build and labelled disabled. There are no children's disabled toilets. Accessibility to children's toilets is good, though

there is limited turning space in the KS 1 toilets. The KS2 toilets could be adapted to create a disabled cubicle if there was a need for one and there is adequate space to manoeuvre a wheelchair.

#### 4. Parking

There is one parking space for the disabled. However, there are signs clearly stating that parents who need to use the school car parks because of temporary or permanent disability may do so and those parents have been issued with parking permits to use the school car park.

#### 5. Signs around school and pathways:

There are clear accessible signs to all areas.

Pathways around the school are level and firm, though the paths through the wildlife area are earth rather than gravel/tarmac so this could present problems for a wheelchair user. There is a smooth area of Astroturf as well as the grassed field and also plenty of outdoor shaded areas.

There are no signs specifically suitable for visually impaired pupils, staff or parents/carers although fire exits in the new build are very clearly labelled.

#### 6. Curriculum

There are accessible displays at different heights and using different visual media.

Curriculum work is planned well enough in advance to ensure that all learning needs are catered for. Staff receive training for specific conditions so that they can support children's learning.

#### 7. Delivery of information

Information is delivered mainly electronically although paper copies are available for those who need it. As required, we would need to look at alternative means such as Braille copies of school information as required.

### **5. Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced.

### **6. Action planning**

Following the access audit each year, areas in need of development will be noted and acted upon. When pupils with particular needs come into school the SEND co-ordinator will work with parents and staff to ensure that adaptations to physical space are made as necessary, and also adaptations to the delivery of the curriculum. These needs will also be reviewed annually through the child's Statement of Special Educational Needs Annual Review meeting.