

HARDWICK PRIMARY SCHOOL

ACCESSIBILITY PLAN

Statement:	Accessibility plan
This statement was approved:	Summer 2022
This statement is due for review:	Summer 2025
Governor committee responsibility:	Finance and Premises

At Hardwick Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Hardwick 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.

HARDWICK PRIMARY SCHOOL

ACCESSIBILITY PLAN

The school recognises and values parent's/carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hardwick Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Section 2 of the Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Hardwick Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Special Educational Needs & Disability Policy
- School Improvement & Development Plan

HARDWICK PRIMARY SCHOOL ACCESSIBILITY PLAN

The Accessibility Plan for physical accessibility relates to the Access Audit (see section 1) of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor's Finance and Premises Committee.

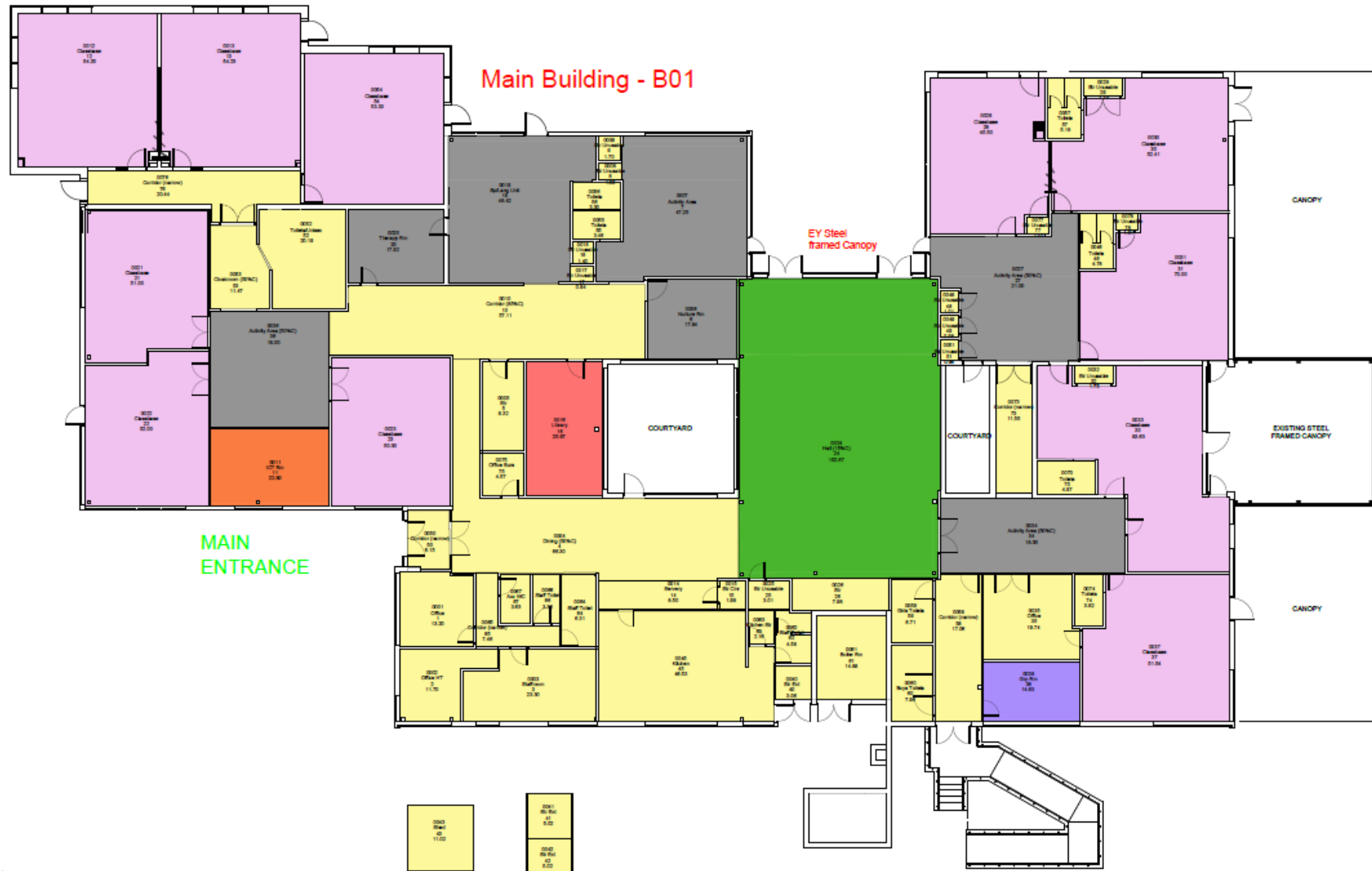
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body
Head Teacher
Office Staff
Site Manager

A plan of the school buildings is shown below:



Section 1: A

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Hardwick Primary School is set built on 1 floor.	N/A	N/A	N/A
Corridor access	All corridors and doorways, including access to classrooms are wide enough to accommodate a wheelchair. There are no lips or barriers in between corridors and doors which would impede access.	N/A	N/A	N/A
Lifts	None of site	N/A	N/A	N/A
Parking bays	There is one clearly marked disabled parking bay on site located nearest to the school entrance.			
Entrances	<p>School site: The driveway has automated gates which can be opened either from the key pad (staff only) or visitors need to press the buzzer to speak to the school office.</p> <p>Before 9am and after 3pm, the three pedestrian gates are open and allow access to the site including wheel chair access.</p> <p>The main entrance to the school is on a flat surface and easily accessible from the either the main driveway or the top gate.</p>	N/A	N/A	N/A
Ramps	There is a ramp to the rear of the school (located off the playground for disabled access.	N/A	N/A	N/A
Toilets	The school has two disabled toilets – one is located by the school office and the other is for pupils in the KS2 toilets.	N/A	N/A	N/A
Reception area	The reception area is large enough to accommodate a wheel chair and the doors are in the French Window style which can be unlocked if necessary. The internal reception area is in a wide corridor.	N/A	N/A	N/A

Internal signage	All internal areas have signage and all rooms have labels on the doors.	N/A	N/A	N/A
Emergency escape routes	All areas have emergency lighting and all fire escape routes have appropriate signage. Each room has a fire escape plan and the route to the fire meeting point is highlighted. The routes are accessible for a wheelchair.	N/A	N/A	N/A

ACCESSIBILITY PLAN

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 tables below sets out how the school will achieve these aims.

Increase access to the curriculum for pupils with a disability

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Differentiation in teaching is in place to cater for everyone's needs. Reasonable adjustments are made to cater for specific needs and disabilities, e.g ASD pupils.	SLT/ Subject Leaders to monitor quality of differentiation and provision for SEND pupils.	SLT/ Subject Leaders to monitor teaching plans and pupil's books.	SLT/ Subject Leaders SENCO	Ongoing	Differentiation for pupils is effective and making an impact on progress of learning.
	Pupils with disabilities have access to IT equipment e.g iPads	Interventions	SLT to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Deputy Head	Ongoing from Sept 2022	Interventions tailored to individual/group needs and having an impact on pupil's progress and attainment.
	Visually impaired pupils have coloured overlays or work on coloured paper. Fonts are at the appropriate size. All school trips and visits are inclusive. Reasonable alterations and adjustments are made.	Staff to produce, implement and review provision maps and Pupil Passports.	SENCO to monitor the production and delivery staff training to teaching staff.	SENCO	Ongoing	Teachers producing clear provision maps for their class and Pupil Passports are in place and reviewed with parent/carers regularly.
		Staff training insupporting pupils with SEND – focus on keyareas of need within the school: SLCN, SPLD, AS, Dyspraxia	SENCO to arrange for training where possible. Identify gaps in knowledge and seek external advice if necessary	SENCO	Ongoing	Staff are knowledgeable and are skilled in supporting pupils with a particular SEND.

Improve and maintain access to the physical environment

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>The accessibility audit undertaken shows that disability access to and from the school and in and around the school is good.</p> <p>Recent extensions and improvements to the school building have been done with disability access in mind.</p>	Corridors	Keep corridors clear from obstructions.	All staff	Ongoing	Corridors are kept free from obstructions.

Improve the delivery of written information to pupils

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of written information to pupils	<p>Visually impaired pupils have coloured overlays or work on coloured paper. Fonts are at the appropriate size.</p> <p>Advice is sought from other professional agencies and followed up in school to allow better access for pupils with a disability and those whom English is an Additional</p>	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	All staff	Ongoing	Material is available in different languages.

	Language.	Review documentation on the school's website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	SLT Governors	Ongoing	Material available to parents with English as an Additional Language
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