



HAYTON CE PRIMARY SCHOOL

ACCESSIBILITY PLAN

2017 - 2020

APPROVED BY¹: The Governing Body

Name: Sue Lingard

Position: Head Teacher

Signed: *S Lingard*

Date: November 2017

Review Date²: November 2020

¹ The Governing Body is free to delegate approval of this Agreement to a Committee of the Governing Body, an individual Governor or the Head teacher.

² The Governing body is free to determine the review frequency of this Agreement

- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

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Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

We have a strong commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to;

- improve access to the physical environment for any disabled person [pupil, parent, carer, employee, visitor]
- increase access to the curriculum for disabled pupils, including extra-curricular activities, by removing barriers to learning
- improve the availability of accessible information to any disabled person

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This Accessibility Plan will set specific targets that continue to address the needs of disabled people. Reference should also be made to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Local Authority.

Our school strives to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils are provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum by:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

At Hayton C of E Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and ALL children are offered full access to all opportunities e.g. sports and extra-curricular activities; we have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter;

- We promote the individuality of all our children irrespective of ethnicity, faith, attainment, age, disability, gender or background.
- Our school strives to be a fully inclusive school.
- We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.
- The school building is predominantly on one level. There are 4 areas which have a few steps:
 1. To EYFS – 5 Steps
 2. To the Classrooms from the Wet Area – 3 Steps
 3. Along the Main Corridor – 3 Steps
 4. To the IT Suite – 2 Steps
 5. To Dingley Dell – 3 Steps
- We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.
- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Head Teacher has an overview of the needs of disabled pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.

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- Disabled pupils have access to all activities inside and outside the classroom and all extra-curricular activities.

6.1 The Purpose and Direction of the School's Plan: Vision and Values

Hayton C of E Primary School;

- has high ambitions for all pupils and expects them to participate and achieve in every aspect of school life
- is committed to identifying and then removing barriers to disabled pupils in all aspects of school life
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Framework
- will continue to focus on removing barriers in every area of the life of the school
- is committed to embracing equal opportunities for all members of the school
- The School has identified that we have, as at the start of the academic year 2017/2018, 05 students regarded as disabled under the terms of the DDA. These can be grouped as hearing impaired 01, physical mobility problems (non-wheel chair users) 01, visual impairment 00, Aspergers Syndrome 00, ADHD 00, Autistic 00, Epileptic 01, diabetic 02.
- Our annual improvement & development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

7. SCOPE OF THE PLAN

7.1 Increasing the extent to which disabled pupils can participate in the school curriculum

The school plans 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/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

7.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Our school will;

- investigate ways of making the site more accessible to disabled pupils, disabled parents and adult users.
- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. [This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.]
- the physical environment will be audited regularly and used to inform the Accessibility Plan.

7.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

Hayton C of E Primary School will strive to:

- produce all school literature at the correct font size to help visually impaired students
- investigate alternative ways of providing access to information, software and activities
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site
- use alternative formats when appropriate
- take account of pupils' and parents' preferred formats
- have links with local services including the LA for providing information in different formats

This school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

7.4 Financial Planning and Control

The Governing Body will review the financial implications of the School Accessibility Plan as part of the normal budget review process. In future, the Accessibility Plan will be used to inform the school development and improvement plan.

IMPLEMENTATION

7.5 Management, Coordination and Implementation

An action plan will be informed by an accessibility audit as well as in response to identified areas for improvement. This will be monitored and modified as necessary taking into account the views of stakeholders. The Accessibility Plan will be reviewed and adjusted every three years for approval by the governing body.

7.6 Accessing the School's Plan

The Accessibility Plan will be available on the school's website as well as being available in different formats when requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools and staff.*

8. RELATED POLICIES

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Improvement Plan
- Complaints Procedures

Target	Strategy	Timeframe
<u>CURRICULUM ACCESS</u>	<u>Inclusion</u>	
To ensure all out-of-school activities including school visits, residential and extracurricular activities are accessible to all pupils.	Planned activities always meet the needs of all pupils	Ongoing
<u>PHYSICAL ACCESS</u>		
<u>Disabled Parking</u>	Ensure people know to call ahead to organise disabled parking at the top of the school hill.	Ongoing
<u>Wheelchair Access</u>	Ensure all new doors have a clear 830 mm opening	Ongoing
<u>Furniture & Fittings</u>	Ensure when new furniture or fittings are purchased, disabled access is always considered.	Ongoing
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<u>Other</u>		
To increase the ways written information is available.	Staff Training	Ongoing