

Accessibility plan

Hamble Primary School



Approved by:	Claire Hewitt	Date: October 2022
---------------------	---------------	---------------------------

Last reviewed on:	October 2022
--------------------------	--------------

Next review due by:	October 2025
----------------------------	--------------

Introductory Statement

This Accessibility Plan has been drawn up to cover the period from October 2022 to October 2025. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hamble Primary School seeks to enable all pupils to achieve their potential by offering a caring and educationally rich learning environment in which to flourish as individuals.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment or a pupil who is a carer of disabled parents. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Principles

- Compliance with the DDA is consistent within the school's aims and Equalities policy and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Accessibility Plan Activity

Education & related activities

The school:

- continues to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensures that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensures classrooms are optimally organised for disabled pupils, including specific seating arrangements
- tracks curriculum progress for all pupils, including disabled pupils
- provides Individual Health Care Plans for all children with a disability or medical need. These are reviewed and updated annually.
- encourages all pupils to take part in music, drama and physical activities
- recognises and allows for the mental effort expended by some disabled pupils, for example using lip-reading
- recognises and allows for the additional time required by some disabled pupils to use equipment in practical work
- ensures school visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment
- ensures that curriculum resources include examples of people with disabilities

The school plans to improve accessibility by:

- providing alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- providing access to computer technology appropriate for students with disabilities

Physical Environment

The school:

- allows access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds through ramps, wide corridors and doorways
- allows pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities
- provides disabled parking bays
- has an automatic door at the front entrance to ensure accessibility for all into the main reception

- ensures pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensures emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities and there are evacuation plans in place for these pupils
- ensures furniture and equipment is selected, adjusted and located appropriately
- is a completely nut-free environment to maximise safety for pupils with allergies.

The school plans to improve accessibility by:

- taking into 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
- providing non-visual guides are used to assist people to use buildings
- ensuring visual signing is clear to all pupils with disabilities, including highlighting hand-rails and steps
- ensuring all areas are well lit

Provision of Information

The school:

- makes itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
- provides information or resources in large print, printed on coloured-paper or using no colour to ensure accessibility for pupils with a visual disability, including colour-blindness
- ensures information is presented to groups in a way which is user-friendly for people with disabilities, including using pictorial representations or symbols where appropriate
- works alongside H3CS to ensure meal plans are provided for pupils with a specific dietary need
- plans seating arrangements in each classroom to ensure accessibility for children with a visual or hearing impairment

The school plans to improve accessibility by:

- improving staff's familiarity with technology and practices developed to assist people with disabilities

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement of Special Educational Needs, the school will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and the Governing Body.

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

- Disability Equality Scheme
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy

- Child Protection and Safeguarding Policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets.

