

HARLOW GREEN COMMUNITY PRIMARY SCHOOL



Accessibility Plan

2022- 2023



This policy links to articles: 1, 2, 3, 12, 23, 28 & 31.

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1. Aims

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.

Growing happy, healthy and successful, together.

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.

We will work with both Gateshead Local Authority and Engie (the PFI Company) to ensure that we are able to make the appropriate changes that support access for all.

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.

We have included a range of stakeholders in the development of this accessibility plan, including governors, staff and where appropriate we will consult with pupils and parents.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities (e.g. EYs figurines).</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure that images across school are consistent in presenting characters with various physical needs.</p> <p>Ensure that the curriculum is accessible for all pupils regardless of SEND in relation to PE, Visits etc.</p>	<p>Share with staff the expectation for displays etc.</p> <p>Curriculum Lead to monitor curriculum to identify accessibility.</p> <p>SENDCo to monitor SEND access by children.</p> <p>Liaise with Cedars Academy staff to ensure children with disabilities have access to appropriate equipment in PE sessions</p> <p>Barriers to learning document used by staff when planning curriculum lessons</p>	<p>Kirsty Hamilton (SENDCo)</p> <p>Graham Hollingworth (Curriculum Lead)</p> <p>Kirsty Hamilton (SENDCo)</p> <p>Kirsty Hamilton (SENDCo)</p> <p>Kirsty Hamilton (SENDCo)</p>	<p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Clear presentation of physical abilities around school where appropriate</p> <p>Pupils fully involved in all areas of the curriculum</p>

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Improve and maintain access to the outdoor environment	<p>The outdoor environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays (for children) • Slopped paths to the main office and playground. 	The school outdoor area will remain accessible to all.	Ensure that those with physical difficulties have access to the gym equipment and Forest School areas with the creation of an appropriate pathway.	Rebecca Taylor (SBM)	August 2023.	All pupils can access outdoor equipment.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Visual Timetables • Adult support • Radio aids in use • Makaton 	Children will be able to move around the building with independence to access the various areas with a clear understanding.	<p>Plans for all SEND to take into account information sharing where appropriate</p> <p>Vision assessments to be carried out by VI Team</p> <p>Visual timetables used in all classes and shared with children at the beginning of the day.</p> <p>Makaton training for Reception staff</p>	<p>Kirsty Hamilton (SENDCo)</p> <p>Kirsty Hamilton (SENDCo)</p> <p>Kirsty Hamilton (SENDCo)</p> <p>Kirsty Hamilton (SENDCo)</p>	<p>Ongoing</p> <p>Annually</p> <p>October 2022</p> <p>January 2023</p>	<p>All pupils can access</p> <p>Outcomes identified are implemented within the school</p> <p>Visual timetables displayed in classes</p> <p>Learning Makaton signs each week in Reception</p>

4. 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 Curriculum committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	The building has two storeys with two stairwells that have appropriate handrails and a lift in the center of the building via the main foyer.	Ensure that all users have appropriate access to the first floor through support on stairs or use of lift. Support for parent/carers accessing school (e.g. Open Evenings).	Mrs Taylor Mrs Armstrong-Hamilton	PEEPs in place by September every year. Ongoing assessment of users.
Corridor access	Corridors upstairs and downstairs are wide and provide clear access for all.	None		
Lifts	The lift is in the main foyer and is accessible for all users who require it.	None		
Parking bays	The Accessible parking bays are for children who have a blue badge for their disabilities and, with proof, they are provided with access for collection and drop-off.	None		
Entrances	All entrances to school are accessible to users.	Where a user requires further support, they will be given an alternative entrance (e.g. to access the lift by coming through the front of the school).	Mrs Taylor Mrs Armstrong-Hamilton	Where appropriate.
Ramps	There is no need for ramps and the school has a clear and useable pathway around the building.	None		

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Toilets	There are accessible toilets for around school for both adults and children. Although toilets are assigned for particular year Groups now, any person requiring an accessible toilet would have easy access.	Where a child has accessibility issues, assign appropriate toilet.	Mrs Taylor Mrs Armstrong-Hamilton	Where appropriate.
Reception area	The main reception of the school is accessible with automatic doors and a spacious layout.	None		
Internal signage	Signage for classrooms and information (e.g. washing hands, staying left) are displayed around school and are clear. There is some signage to state what the designated area is for reference (e.g. Hall, Waiting).	Improve signage to designate areas of school (and direction to travel) to be costed and implemented: <ul style="list-style-type: none"> • Early Years • Year 1 & Year 2 • Year 3 & Year 4 • Year 6 & Year 6 • IT suite • School Office • Lift 	Mrs Taylor Mr Malik	April 2023
Emergency escape routes	All classrooms downstairs have direct emergency escapes and there is one at either end of the school as well as one at the front of the school.	None		