

# Hartsfield Access Plan

January 2024-January 2027

## 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.

The plan is available online on the school website, and paper copies are available upon request.

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.

## 2. Legislation and guidance on disability

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Review
<b>Increase access to the curriculum for pupils with a disability of any type.</b>	<i>Our school offers a differentiated curriculum for all pupils. For some a bespoke curriculum is provided</i>	Ensure constant refreshing of training for all staff to enable them to best support pupils with disabilities. (medium term)	Head/ INCO	July 2024	Disabled pupils receive the best possible provision to enable maximum academic progress for them.	
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Consider best classroom organisation for disabled pupils for example those with hearing needs, ADHD etc (short term)	Class teachers	July 2024	Enhanced participation.	
	<i>Curriculum resources include examples of people with disabilities.</i>	Recognise additional mental effort made by some pupils – eg. those with processing needs and plan for breaks.	Class teachers	July 2024		
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	Recognise extra time needed to complete tasks. (short term)	Class teachers			
	<i>Staff make reasonable adjustments- for example giving additional processing time or</i>	Teachers make sure lessons provide opportunity for disabled pupils to achieve and respond to pupil diversity. (short term)	INCO	April 2024		

	<p><i>chunking information.</i></p> <p><i>Staff enable pupils with sensory needs by providing sensory breaks or access to appropriate sensory toys.</i></p> <p><i>Subject co-ordinators to consider how best access can be made for disabled pupils in their area of the curriculum and advise class teachers as requested. Information on unique barriers to access in individual curriculum areas is shared on our website under curriculum.</i></p>	<p>Through receiving training, themselves, teachers will consider how neurodiverse pupils can have the best access to curriculum through reasonable adjustments they make in class daily. (medium term)</p> <p>Ensure reasonable adjustments are made so to give maximum access to school trips for disabled pupils by seeking advice from Assistant Head/Educational Visits Co-ordinator on suitable trips/adjustments needed (medium term)</p> <p>Curriculum progress is tracked for all pupils with a disability <u>and</u> no SEN (long term)</p>	<p>Class teachers</p> <p>Class teacher</p> <p>Phase leader</p> <p>Assistant Head/EVC</p> <p>INCO/SLT</p>	<p>July 2024</p> <p>July 2024</p> <p>July 2025 and ongoing</p>		
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Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i>	Continued upkeep of marking of gradient changes and other barriers.	Site manager	On-going	Better access for all – children and our community	
	<i>School is mainly on one level or has ramped access.</i>	Use of good quality yellow paint or strips (as best appropriate for the location) to mark edges and slopes. (on-going)			Better learning environment for those with sensory issues or physical needs	
	<i>Disabled parking bays.</i>					
	<i>Slope edges/ step edges clearly marked.</i>	Better signage at appropriate height for wheelchair users and in appropriate font for visually impaired people to mark emergency exits (short term)	Site Manger	July 2024	Safety for disabled users of school premises in event of fire	
	<i>Quality whiteboard screens- high resolution to aid clarity.</i>					
	<i>Blinds to reduce glare</i>					
	<i>Screening to reduce noise and sensory stimulation.</i>	Audit of all fire exits as being suitable for wheelchair users. Ramps fitted if not (short term)	Site Manager	July 2024		
	<i>Handrails fitted to support independent mobility.</i>					
	<i>Improved lighting- LED lighting fitted</i>	Fire Risk Assessment to consider risk to disabled pupils in case of fire.	Site Manager	July 2024		
	<i>Assess ramps fitted for main doors.</i>	Personal Emergency Evacuation Plans drawn up,	Headteacher Governors			

	<i>School toilet refitted as accessible toilet-also available for outside users of the premises.</i>	<p>as required, for individual pupils (short term)</p> <p>Access to gender neutral toilets available throughout school if this is agreed with the parents (following Government guidance on gender questioning children Dec.2023) Toilets re-purposed to meet need. (medium term)</p>		September 2024		
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <p><i>Large print resources</i></p> <p><i>Visual timetables</i></p> <p><i>Clear signage</i></p> <p><i>Website information</i></p>	<p>Information available on website to be constantly updated. (On-going)</p> <p>Ensure all policies, as they are reviewed, consider disabled pupils- both in terms of access to the curriculum and also in the broader areas - behaviour, bullying, attendance, SEN, medical needs and well-being for example. (on-going)</p>	<p>INCO</p> <p>SLT</p> <p>Governors</p> <p>Subject co-ordinators</p>	<p>On-going</p> <p>When policy is due to be renewed</p>	<p>Enhanced access to information for parents of disabled pupils and staff.</p> <p>Positive attitudes to disability</p>	

		<p>Ensure that materials are chosen/ made available that portray positive attitudes to disabled people for example PHSE, curricular materials, assembly materials, reading books. Ensure access to reading material across the school which shows those with disability in a positive light or explains difference to those who do not experience it. (short term and on-going)</p>	Subject co-ordinators/ class teachers	From Jan 2024 onwards		
		<p>Parents asked if they wish to indicate any difficulties they may have (as a result of their own disability) that we can assist with regard to school matters- for example language kept simple in written materials, preferential seating for school events. Note maintained on data base</p>	INCO/SLT/ Office Staff.	By Dec 2024		

		(with consent) of need. (medium term)				
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information (public sector equality duty)
- Special educational needs (SEN) policy / information report
- Supporting pupils with medical conditions policy
- Behaviour policy