

Hartsfield Access Plan

November 2020-November 2023

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Staff make reasonable adjustments- for example giving additional processing time or chunking information.</i></p>	<p>Ensure constant refreshing of training for all staff to enable them to best support pupils with disabilities. (medium term)</p> <p>Consider best classroom organisation for disabled pupils for example those with hearing needs, ADHD etc (short term)</p> <p>Recognise additional mental effort made by some pupils – eg. those with processing needs and plan for breaks.</p> <p>Recognise extra time needed to complete tasks. (short term)</p> <p>Teachers make sure lessons provide opportunity for disabled pupils to achieve and respond to pupil diversity. (short term)</p>	<p>Head/ INCO</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>INCO</p>	<p>July 2022</p> <p>November 2021</p> <p>November 2021</p> <p>November 2021</p>	<p>Disabled pupils receive the best possible provision to enable maximum academic progress for them.</p> <p>Enhanced participation.</p>	

		<p>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. (medium term)</p>	Subject co-ordinators	July 2022		
		<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>Class teacher Phase leader Assistant Head/EVC</p>	July 2022		
		<p>Curriculum progress is tracked for all pupils with a disability <u>and</u> no SEN (long term)</p>	INCO/SLT	July 2023		

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>School is mainly on one level or has ramped access.</i></p> <p><i>Disabled parking bays.</i></p> <p><i>Slope edges/ step edges clearly marked.</i></p> <p><i>Quality whiteboard screens- high resolution to aid clarity.</i></p> <p><i>Blinds to reduce glare</i></p> <p><i>Screening to reduce noise and sensory stimulation.</i></p> <p><i>Handrails fitted to support independent mobility.</i></p> <p><i>Improved lighting- LED lighting fitted</i></p> <p><i>Assess ramps fitted for main doors</i></p>	<p>Continued upkeep of marking of gradient changes and other barriers. Use of good quality yellow paint or strips (as best appropriate for the location) to mark edges and slopes. (on-going)</p> <p>Better signage at appropriate height for wheelchair users and in appropriate font for visually impaired people to mark emergency exits (short term)</p> <p>Audit of all fire exits as being suitable for wheelchair users. Ramps fitted if not (short term)</p> <p>Fire Risk Assessment to consider risk to disabled pupils in case of fire. Personal Emergency Evacuation Plans drawn up,</p>	<p>Site manager</p> <p>Site Manger</p> <p>Site Manager</p> <p>Site Manager Headteacher</p> <p>Governors</p>	<p>On-going</p> <p>November 2021</p> <p>November 2021</p> <p>July 2021</p>	<p>Better access for all – children and our community</p> <p>Better learning environment for those with sensory issues or physical needs</p> <p>Safety for disabled users of school premises in event of fire</p>	
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		as required, for individual pupils (short term)				
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>Materials are chosen/ made available that portray positive attitudes to disabled people for example PHSE, curricular materials, assembly materials, reading books (short term and on-going)</p>	<p>INCO</p> <p>SLT</p> <p>Governors</p> <p>Subject co-ordinators</p> <p>Subject co-ordinators/ class teachers</p>	<p>On-going</p> <p>When policy is due to be renewed</p> <p>From Nov 2020 onwards</p>	<p>Enhanced access to information for parents of disabled pupils and staff.</p> <p>Positive attitudes to disability</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 (with consent) of need. (medium term)

INCO/SLT/
Office Staff.

By Nov
2022

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