

## Hemington Primary School

### Accessibility Plan 2021-24

*This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This protects the rights of people regardless of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The plan should be read in conjunction with the Equal opportunities and Inclusion Policy, the Child Looked After Policy, the Sex and Relationship Education Policy and the Special Educational Needs Policy.*

**Hemington Primary School is a Victorian building on a steeply sloping site. The gradient of the site is such that it severely hampers access to wheelchair users. The following statements must be read in the acknowledgement of this fact.**

1. We are committed to providing an 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.
2. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The school will work with relevant agencies to develop the plan as necessary.
3. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as pupils without a disability; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Ensure the needs of individuals are met through staff training.
  - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of one Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
  5. This Accessibility Plan will be available on the school website.
  6. The School's complaints procedure covers the Accessibility Plan.
  7. The Plan will be monitored by the Governors.
  8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Date: November 2021

Next review date: November 2024

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

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	Aids to support learning and learning behaviours available for children who need them e.g. now and next boards, spelling mats etc.	Short	Autism friendly training for new staff	SENCo	Annually	New staff feel confident to support autistic pupils in an appropriate way
	Intervention support e.g. precision teaching, learning mentor	Medium	Member of staff identified to become new ELSA and trained on Somerset ELSA course	SENCo/ Headteacher	Sept '22	Children are supported by ELSA and SENCo with social, emotional and mental health needs, thus able to concentrate on academic work
		Medium	SENCo completes advanced Mental Health Lead degree course	SENCo	July '22	

		Medium	Engagement in peer review study with Westfield school - joint SENCo using coaching techniques to support teaching staff and TA's to enable children to fully access first quality teaching	SENCo with teachers and TA's	July '22	Individual needs are identified and acted upon in class resulting in children with SEN closing the learning gap
		Long	Ongoing assessment of individuals result in any specialist materials identified and purchased and/or external specialist support sought	SENCo	ongoing	Individual's specialist needs are met
Improve and maintain access to the physical environment	TEAACH station for Autistic children as needed  Actions on vision audit complete	Long	The needs of children with disabilities are audited termly to ensure they have all resources needed e.g. identified quiet space	Head	ongoing	Children's needs from the school environment are met
		Long	Ensure the markings to highlight edges of physical features of the school are maintained.	Head	ongoing	Edge markings are clear

Improve the delivery of written information to pupils	Dyslexia friendly materials e.g. reminder instructions	Long	Dyslexia friendly training for all staff	SENCo	July '23	All staff feel confident to provide quality materials to pupils with dyslexia
	Pictorial reminders and timetables part of quality first teaching	Medium	Ensure staff are confident in making judgement below age related expectations and how this reflects in teaching and the materials provided.	SENCo	ongoing	Supportive materials are provided in every lesson and children know how to use them

### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 upstairs classroom. Currently Junior class.	Junior class to be in downstairs classroom if a child were not able to manage stairs	Head	As needed
Corridor access	1 short corridor which is wide. Empty school dinners boxes stored here.	Empty school dinners boxes relocated should the space be needed by an individual.	Lunchtime supervisors	As needed
Parking bays	Only on-street parking is available in a narrow country lane. Limited pavement.	None possible	n/a	n/a
Entrances	Entrances are wide. Steps marked to show edges. 1 steep step at main entrance.	Ensure markings remain clear to see.	Head/business manager	ongoing

Ramps	Shell ramps to playground and pre-school. Downwards ramp to rear entrance.	None	n/a	n/a
Toilets	Accessibility toilet can be reached via rear ramp and inside main building. Step up into girls toilet.	All staff aware this toilet is used by a child with a hidden disability	n/a	n/a
Reception area	Small space accessed up steep gradient.	Staff to be aware of difficulties some people with mobility may have and to greet at door/gate as necessary.	All staff	ongoing
Internal signage	Very small school requires little signage. External signs direct to office.	None	n/a	n/a
Emergency escape routes	Escape routes are well signed and kept clear. Fire doors identified with signage. Rear escape route has ramp, front door has a steep step with falling gradient.	Ensure escape routes are always kept clear.	All staff	ongoing