

# Accessibility plan

## Harrold Primary Academy



<b>Legal Status</b>	Statutory
<b>Approved by</b>	SAF Board
<b>Date</b>	December 2019
<b>Next review</b>	December 2022
<b>Further information</b>	Tracy Bannister Governance & Operations Director

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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.

*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.*

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.

*Considerable work has been done at all the sites to improve accessibility in its broadest sense. So this includes not only ramps and physical adaptations but the colour schemes chosen and audio aids. Where there are physical constraints, such as teaching rooms on the first floor and there is no lift, lessons are timetabled in different areas.*

*The schools also work with parent communities to maximise the ways in which they can find out about their child's progress and curriculum. This includes texts and email alerts and holding meetings in local villages.*

*Meeting the needs of disabled staff*

*The responsibilities under the Equality Act extend to staff as well as pupils and the Federation will continue to be mindful of its obligations in this respect*

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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: pupils, parents, staff and governors of Harrold Primary Academy.

*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*

## **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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Increase access to the curriculum for pupils with a disability				
Action to be taken	Strategy (How?)	Success criteria	Person responsible	Timescale
Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> <li>Identify the training needs of established TA's and those who are new to the role.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff more confident in managing children with specific disability issues.</li> <li>More of an awareness around the complex needs of some staff and children</li> </ul>	SENDco.	Ongoing
Ensure all staff aware of disabled children's curriculum access	<ul style="list-style-type: none"> <li>Share information with all stakeholders involved with each child</li> </ul>	<ul style="list-style-type: none"> <li>All staff are aware of individual's needs</li> </ul>	SENDco	Ongoing
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>Ensure venues and means of transport vetted for suitability</li> <li>Develop guidance on making trips accessible</li> </ul>	<ul style="list-style-type: none"> <li>All pupils able to access all school trips and take part in a range of activities.</li> </ul>	Class teacher, SENDco	Ongoing
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>Review PE curriculum to include disability sports</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have access to PE and are able to excel. Child's TA will be there when appropriate.</li> </ul>	SENDco and PE leader	Spring (1) 2020
Widen the availability of physical activity within	<ul style="list-style-type: none"> <li>To continue to enhance outdoor play spaces to ensure access for all.</li> <li>To implement a mile a day.</li> </ul>	<ul style="list-style-type: none"> <li>Children who are more active, healthy and ready to learn</li> </ul>	SENDco and PE leader	Ongoing

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the curriculum.	<ul style="list-style-type: none"> <li>Enhance the resourcing of physical development in EYFS.</li> <li>Complete Health in Schools accreditation 2019</li> </ul>			
Review curriculum areas and planning to include disability issues	<ul style="list-style-type: none"> <li>Include specific reference to disability equality in all curriculum reviews</li> </ul>	<ul style="list-style-type: none"> <li>Gradual introduction of disability issues into all curriculum areas.</li> </ul>	SENDco and subject leaders	Spring (2) 2020
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>Discuss arrangements and necessary support with out of school club staff</li> </ul>	<ul style="list-style-type: none"> <li>Disabled children able to participate equally in out of school activities</li> </ul>	SENDCo and PE lead	Ongoing
Where appropriate develop links with a special school	<ul style="list-style-type: none"> <li>Forge links with local school and use specialist support for training</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of opportunities available to children</li> </ul>	SENDco and Academy Principal.	Summer (1) 2020
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and in particular, for those with a recognised	<ul style="list-style-type: none"> <li>Commitment to CPD to promote health and wellbeing for both staff and children.</li> <li>Review of the PSHE Curriculum framework and coverage in light of new legislation.</li> <li>Embedding and enhancement of an outstanding pupil safeguarding curriculum.</li> <li>Effective use of the Sports Premium funding to promote</li> </ul>	<ul style="list-style-type: none"> <li>An increase in visitors to support our safeguarding and pupil health and wellbeing curriculum.</li> <li>Enhanced parental opportunity for engagement with safeguarding education.</li> <li>Pupils who are confident about learning and have a “growth mindset” persisting when faced with challenges.</li> <li>Pupils, who can set goals, manage stress and organise their schoolwork.</li> </ul>	PSHE lead and Academy Principal	Autumn 2019 Termly 2020

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<p>Mental Health need</p>	<p>excellent pupil health.</p> <ul style="list-style-type: none"> <li>• Successful embedding of approaches to active learning e.g. Play Leading.</li> <li>• Delivery of extra-curricular opportunities which promote mindfulness and wellbeing.</li> <li>• Active engagement with CHUMs – participation on a specific projects.</li> <li>• Staff training to support emotional wellbeing</li> <li>• Research -national organisations and implement ideas.</li> <li>• Research and implement emotional wellbeing assessments</li> <li>• Raise awareness of these issues with parents through facebook, website and regular letters.</li> <li>• Rigorous safety teaching .</li> <li>• Delivery of e-safety parent workshop – supporting their child’s emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential</li> </ul>		
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*Improve and maintain access to the physical environment*

<b>Action to be taken</b>	<b>Strategy (How?)</b>	<b>Success criteria</b>	<b>Person responsible</b>	<b>Timescale</b>
<p>To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors</p>	<ul style="list-style-type: none"> <li>• To create access plans for individual pupils as part of the IEP process</li> <li>• To ensure staff and governors can access areas of school used for meetings</li> <li>• Annual reminder to parents/carers through newsletters to inform staff if they have problems accessing areas of school</li> <li>• The environment to be adapted to the needs of pupils as required. This includes:                             <ul style="list-style-type: none"> <li>✓ Ramps</li> <li>✓ Elevators</li> <li>✓ Corridor width</li> <li>✓ Disabled parking bays</li> <li>✓ Disabled toilets and changing facilities</li> <li>✓ Library shelves at wheelchair-accessible height</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• IEPs in place for disabled pupils, and all staff aware of pupils' needs. SENCO passports in place for all SEND pupils.</li> <li>• Staff and governors confident their needs are met.</li> <li>• Continuously monitoring to ensure any new needs arising are met. Parents/ carers have access to appropriate areas of school.</li> </ul>	<p>SENDco Class teachers</p>	<p>Ongoing</p>
<p>Ensure everyone has access to reception area</p>	<ul style="list-style-type: none"> <li>• Ensure nothing is preventing wheelchair access</li> <li>• Check outer door wide enough for wheelchair access</li> <li>• Provision of appropriate seating</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled parents, carers, visitors feel welcome.</li> <li>• Visitors can sit down if waiting in reception.</li> <li>• Wheelchair users not kept waiting</li> </ul>	<p>Site Agent and reception staff</p>	<p>Ongoing</p>

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	<ul style="list-style-type: none"> <li>Ramp at main entrance</li> </ul>	<ul style="list-style-type: none"> <li>Wheelchair users can enter building with ease.</li> </ul>		
Maintain safe access for visually impaired people	<ul style="list-style-type: none"> <li>Check condition of yellow paint on step edges</li> <li>Check exterior lighting working</li> </ul>	<ul style="list-style-type: none"> <li>Visually impaired feel safe on and in school grounds</li> </ul>	Site agent	January 2020
Ensure all disabled people can be safely evacuated	<ul style="list-style-type: none"> <li>Ensure personal emergency evacuation plan for disabled pupils</li> <li>Ensure all staff aware of their responsibilities in evacuation</li> </ul>	<ul style="list-style-type: none"> <li>All disabled pupils and staff working with them are safe in event of fire.</li> <li>Constant supervision for disabled children who need help in evacuation.</li> <li>Disabled people in wheelchairs evacuated quickly.</li> </ul>	All staff Site agent	Ongoing (Termly fire drills)
Ensure there are enough fire exits suitable for people with disability	<ul style="list-style-type: none"> <li>Ensure staff aware of need to keep fire exits clear</li> </ul>	<ul style="list-style-type: none"> <li>All disabled personnel and pupils have safe, independent exits from school</li> </ul>	All staff	Ongoing (Termly fire drills)
Provide hearing loops to support pupils with hearing impairment	<ul style="list-style-type: none"> <li>Take advice on appropriate equipment if this becomes necessary</li> </ul>	<ul style="list-style-type: none"> <li>All children have access to the curriculum</li> </ul>	SENDco. Class teacher	When needed
Ensure that the car park is adequately lit	<ul style="list-style-type: none"> <li>Take advice from site manager re the numbers of working external lights</li> </ul>	<ul style="list-style-type: none"> <li>Visitors to the school not having to far to access the school reception area.</li> </ul>	Site Agent	Ongoing
Ensure that door closers/mechanisms provide security linkage, delay action closure, slow action closure, minimum closure pressure.	<ul style="list-style-type: none"> <li>Site manager to work with Site agent to ensure that doors are safe</li> </ul>	<ul style="list-style-type: none"> <li>Regularly tested and faultless</li> </ul>	Site Agent	Termly 2020
Disabled toilets to be clearly signed	<ul style="list-style-type: none"> <li>Sign required in Reception to direct visitors to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Children, staff and visitors have a sense of independence when looking after their personal care</li> </ul>	Academy Principal and Site agent	Spring term 2020



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	facilities			
Suitable grab rails fitted on all the appropriate positions to facilitate the use of the WC? And emergency red chord working.	<ul style="list-style-type: none"> <li>Grab rails fitted in disabled toilets</li> <li>Shower operational and clean</li> </ul>	<ul style="list-style-type: none"> <li>Children, staff and visitors have a sense of independence when looking after their personal care</li> <li>Emergency red cord at an appropriate length for all.</li> </ul>	Site agent and Academy Principal	Spring 2020

Improve the delivery of written information to pupils				
Action to be taken	Strategy (How?)	Success criteria	Person responsible	Timescale
Signage around school to be in other languages and braille if that becomes necessary	<ul style="list-style-type: none"> <li>Plans for a welcome sign in Reception</li> </ul>	<ul style="list-style-type: none"> <li>School to be more welcoming to visitors with clear directions to support movement through the school</li> </ul>	Academy Principal and SENDco	January 2020
Inclusive discussions of access to information in all parent/teacher meetings	<ul style="list-style-type: none"> <li>Ask parents about preferred format for accessing information, e.g. braille, other languages</li> <li>Translation tool to be added to website to allow – lingual access</li> <li>School office will support parents to access information and complete school forms</li> </ul>	<ul style="list-style-type: none"> <li>The school will be able to provide written information in different formats when requested for individual purposes</li> </ul>	School Admin	January 2020 Ongoing
Create a video introduction to the school for the website.	<ul style="list-style-type: none"> <li>To make the school information accessible for those who have difficulties reading English.</li> </ul>	<ul style="list-style-type: none"> <li>Increased accessibility to information about the school.</li> </ul>	ICT lead and School Admin	Summer 2020

#### **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 Harrold Governing Board on behalf of Sharnbrook Federation Academy.

#### **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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	NONE	NA	NA	NA
Corridor access	STANDARD ACCEPTABLE WIDTH FOR WHEELCHAIR ACCESS	ENSURE THAT CORRIDORS ARE FREE FROM CLUTTER AND EQUIPMENT	SITE AGENT AND STAFF	ONGOING
Lifts	NONE	NA	NA	NA
Parking bays	TWO DESIGNATED DISABLED PARKING BAYS FOR PARENTS, CAREERS AND VISITORS	ENSURE THAT THESE ARE KEPT FREE FOR DISABLED VISITORS	STAFF AND SITE AGENT	ONGOING
Entrances	RAMP AT MAIN ENTRANCE RAMP AT THE BACK OF THE SCHOOL FOR WHEELCHAIR ACCESS	ENSURE THAT RAMPS ARE FREE FROM CLUTTER AND ARE DEICED DURING THE FROSTY WEATHER	SITE AGENT	ONGOING
Ramps	SEE ABOVE	AS ABOVE	AS ABOVE	AS ABOVE
Toilets	TWO DISABLED TOILETS AT EACH END OF THE CORRIDORS	SIGNAGE NEEDS TO BE IN PLACE DIRECTING VISITORS, CHILDREN AND STAFF TO THE DISABLED TOILETS	ACADEMY PRINCIPAL AND SITE AGENT	SPRING TERM 2020

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Reception area	LEVEL FLOORING	ENSURE THAT THE CARPET IN THIS AREA IS SECURED AND TRIP HAZZARDS ARE REMOVED DAILY	CLEANERS AND SITE AGENT RECEPTION STAFF	ONGOING
Internal signage	FURTHER SIGNAGE NEEDS TO BE DISPLAYED	NEW SIGNAGE NEEDS TO BE PURCHASED	ACADEMY PRINCIPAL AND SITE AGENT	SPRING TERM 2020
Emergency escape routes	ALL CLASSROOMS HAVE FIRE ESCAPE DOORS	ALL EMERGENCY ESCAPE ROUTES ARE KEPT CLEAR, AT ALL TIMES.	ALL STAFF SITE AGENT	ONGOING