HAYNES LOWER SCHOOL AND NURSERY

ACCESSIBILITY PLAN

Reviewed	**September 2022**
Next Review	**September 2025**

HAYNES LOWER AND NURSERY SCHOOL ACCESSIBILITY PLAN

Rationale:

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995). We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

An Accessibility strategy or plan is for:

- increasing the extent to which pupils can participate in the school curriculum;
- improving the physical environment of schools to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery to pupils with disabilities of written information, which is provided to pupils who are not disabled.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage, to plan to increase access to education for disabled pupils.

Aims:

At Haynes Lower School and Nursery our vision and values help to ensure that:

- All our pupils enjoy, aspire and achieve together to be the best that we can be
- We are a fully inclusive school and welcome all pupils regardless of race, ability, language or culture
- We are equally ambitious for pupils who may have a disability

- For pupils who have a disability we offer the opportunity to access the full range of opportunities to learn new skills and concepts and to develop their talents Definition (Equality Act 2010)

"A person has a disability 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 carry out normal day to day activities."

Meeting Planning Duties

Details	Action	Responsibility	Time Frame	Success Criteria
To raise awareness with all staff of disability equality including hidden disabilities, mental health and wellbeing	Whole staff CPD on awareness of disability and its impact, where appropriate and timely.	SLT	Ongoing	Staff are aware of the needs of pupils and other staff (where appropriate)

Improving the school environment

Details	Action	Responsibility	Time Frame	Success Criteria
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Teachers TAs	Ongoing	Children have ready access to a range of resources to support their learning.

Details	Action	Responsibility	Time Frame	Success Criteria
Areas within the school including toilets are accessible for child with additional needs – Cerebellar Ataxia	Toilet frame Additional hand rails in bathrooms Bespoke chair with straps Full Time 1:1 support	Teachers TA All school staff	July 2021	Children have ready access to a range of resources to support their learning and are kept safe.
Monitor accessibility for pupils and adults with physical disabilities in school.	Stakeholder questionnaire used to inform actions and update action plan Create	SLT Office staff	As new pupils or staff join the school, or as needs change	Awareness of the needs of the school community.
Ensure parents / visitors with a disability or parents of children with a disability have access to the car park to make accessing the school premises safe and easy	Ensure there are enough clearly marked car parking spaces for those with a disability Procedures in place to make sure that parents who need access to the school's car park are able to do so.	Head Teacher Site Agent	As and when needs identified	Disabled children / parents / carers / visitors feel welcome. Parents / visitors with a disability and parents of children with a disability know they are able to access the car park.
Ensure all have access to reception area	Daily checks ensure nothing is preventing wheelchair access. Check outer doors are wide enough for wheelchair access.	All staff Head Teacher Site Agent	Daily Any time a new door is fitted	Disabled children / parents / carers / visitors feel welcome. Wheelchair users can enter the building with ease.

Details	Action	Responsibility	Time Frame	Success Criteria
Maintain safe access for visually impaired people	Check exterior lightings is working on a regular basis	Site Agent	Ongoing	Visually impaired people feel safe in school grounds
Ensure all disabled and visually impaired people can evacuate the building safely.	Ensure there is a personal emergency evacuation plan for all disabled and visually impaired pupils. Ensure all staff are aware of their responsibilities in an evacuation.	SENDCo	As need arises	All disabled and visually impaired pupils and staff working with them are safe in the event of a fire.
To consider décor and signage	As part of the rolling maintenance programme, the site agent to ensure décor of school is compliant with guidance	Site Agent	Ongoing	Eliminate disorientation for disabled pupils with visual impairment, autism or epilepsy

Accessing the Curriculum

Details	Action	Responsibility	Time Frame	Success Criteria
All SEN children will be detailed on a school provision map	Provision maps for all children	SENDCo	Ongoing	Teachers are aware of pupils needs and the provision plan forms a key part of the planning process for those pupils

Details	Action	Responsibility	Time Frame	Success Criteria
Ensure TAs are deployed to maximise the support available to children with any additional needs	Review TA deployment in Pupil Progress Meetings.	Teachers TAs	Ongoing	Adult support is available during key times that individual children may need support e.g. lunchtimes, PE lessons, extracurricular activities.
School visits and trips need to be accessible to all pupils	Ensure venues and transport are vetted for suitability.	Head Teacher Trip Lead	During planning of all trips when needed.	All pupils are able to access all trips and take part in a range of activities.
Ensure PE is accessible to all pupils	Review PE curriculum to make reasonable adjustments where possible and/or include disablility sports	PE Lead Head Teacher Advice taken from external agencies where appropriate.	As and when needed	All children have access to PE and are able to excel.
Ensure disabled pupils can take part equally in lunchtime and extra-curricular activities	Discuss with staff running extra-curricular activities, along with external providers.	Head Teacher	As required	Disabled children feel able to participate equally in extra-curricular activities.

Access to Information

Details	Action	Responsibility	Time Frame	Success Criteria
Ensure written materials are available in alternative formats, where requested	The school will make itself aware of the services available through the LA for converting written information into alternative formats Inclusive discussion of access to information at parent/teacher meetings	Office Staff Teachers	As required	The school will be able to provide written information in different formats when required for individual purposes
Ensure signage is clear for those who speak other languages, or require braille	Signage around the school to be in other languages or braille if required	Head Teacher Office Staff Site Agent	As required	All people feel they are welcome in the school. Signage accessible to all.
Website to accessible to all	Use headings correctly to organise the structure of the website Give links unique and descriptive names. Use colour with care Think about text size, colour and contrast. Look into installing a language translator.	Office Staff	Ongoing	All parents/visitors/viewers will be able to access information on our website, regardless of language spoken.

Meeting Specific Needs

Details	Action	Responsibility	Time Frame	Success Criteria

Ensure effective transition for all pupils with additional needs between classes, phases and between schools	Transition meetings between class teachers for in school transitions.	Teachers	Summer Term Annually	Children with additional needs experience effective transition
	Year 4 staff and SENDCo meet with receiving schools for end of phase transfers.	Year 4 Teacher SENDCo		
Ensure the medical needs of all pupils and staff are met to ensure equal access	Supporting Children with Medical Needs Policy is up-to-date with most recent guidance. Ensure staff adhere to medical needs policy.	Head Teacher All Staff	Ongoing	All pupils feel supported with their medical needs and have equal access to the curriculum. Staff feel supported in fulfilling their roles.

Monitoring & Evaluation

This document will be reviewed by the Head Teacher every 3 years, but may be reviewed and updated more frequently if necessary.
It will be approved by the Full Governing Body.

Links to Other Policies

- Supporting Children with Medical Needs Policy
- Special Educational Needs and Disability Policy
- Health & Safety Policy
- Stress & Well-Being Policy
- School Development Plan