



**YARDLEY HASTINGS
PRIMARY SCHOOL**

ACCESSIBILITY PLAN

Approved by: Executive Headteacher

Last reviewed on: March 2022

Next review due by: March 2025

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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.

Our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

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

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. Contextual information

The whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for ramps etc. Indoors and ramps are available to access the vast majority of outdoor spaces, including the school field. The only part of the school that is not accessible for wheel chair access is the staff room, which is used by staff. However, the playground is fully suitable and accessible for PE lessons should this be required.

A designated disabled parking space is available close to the school's main entrance. All steps are marked with visibility edging for visually impaired pupils and all doors are in a markedly contrasting colour to their surrounds. A disabled toilet facility is available and school uses specialist facilities to meet toileting needs as and when required.

The Current Range of Disabilities within Yardley Hastings Primary School:

The school has children with a limited range of disabilities, which include Autistic Spectrum Disorder, ADHD, hearing loss and diabetes. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. If some children have allergies or food intolerances, then these are included in the 'children with medical needs' details in classrooms and the main office.

All medical information is collated and available to staff, in classroom files, and the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All prescribed medication is kept in the fridge in the medical inspection room, which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness, including the amount and time of medication. All medication that is given is recorded.

4. Action plan

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

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.</p> <p>To improve staff awareness of disability issues.</p> <p>To ensure that all policies consider the implications of disability access.</p>	<p>Clerk to governors to add to list for FGB meetings.</p> <p>Review staff training needs. Provide training for members of the school community as appropriate.</p> <p>Consider during review of policies.</p>	<p>Nicky Griffin</p> <p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>31.05.2022</p> <p>Ongoing</p> <p>Ongoing</p>
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	To ensure that, adjustments to the school buildings and	Audit of accessibility of school buildings and grounds by Governors	Governors	

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>grounds maintain accessibility for all children and adults.</p> <p>To ensure building upkeep / maintenance takes account of accessibility requirements.</p> <p>To ensure that all children are able to access, as far as is safe to do so, all out-of school activities. eg. clubs, trips, residential visits etc.</p> <p>To provide specialist equipment to promote participation in learning by all pupils.</p> <p>To meet the needs of individuals during statutory end of KS2 tests.</p>	<p>when making building adjustment.</p> <p>Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/ footpath ramps / signs etc. to a good standard to secure ongoing suitable access.</p> <p>Review of out of school provision to ensure compliance with legislation.</p> <p>Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.</p> <p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</p>	<p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To continue to train staff to enable them to meet the needs of children with a range of SEN.</p> <p>To ensure that all parents and other members of the school community can access information.</p> <p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<p>SENCo to review the needs of children and provide training for staff as needed.</p> <p>Written information will be provided in alternative formats as necessary.</p> <p>Staff to hold parents' evenings by phone or send home written information.</p>		
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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.

It will be approved by the governing body.

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				