



Accessibility Plan (May 2024)

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan	3
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8

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.

Hampton Dene Primary School is an inclusive school where we focus on the well-being and progress of every child, and where all members of our community are of equal worth.

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.

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.

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. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. Ongoing development of curriculum for whole school, with focus on curriculum in LCC. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	To employ a range of resources and teaching strategies to enable a differentiated approach to learning and deliver the curriculum to a high quality. Make all staff aware of available resources, offer training on the use of these and sources of information. Ensure classroom IT equipment is working, for example, sound systems and IWBs. Ensure school offer an increased range of accessible IT equipment, for example, iPads and laptops to support and enhance learning. Ensure school offer a	Curriculum reviews each year completed by subject leaders Lesson observations Curriculum budget review Termly pupil progress meetings	SLT, Governors, All staff	May 2024	All children are able to access the curriculum on offer at Hampton Dene Children at Hampton Dene make good progress in relation to their individual starting points The majority of pupils are supported to 'catch up' through quality interventions and individualised support.

	The curriculum is reviewed to ensure it meets the needs of all pupils.	variety of quality interventions to bridge any gaps in children's learning and ensure staff are trained and confident with use. Ensure blinds are installed in classrooms where the natural light from windows is causing a glare on the IWBs or in children's eye line.				
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps/sloping access around playground and between buildings • Handrails on the stairs • Corridors are wide • Disabled parking bays available in the carpark and taxi bays for our SEN pupils at the front of school • Disabled toilets and hygiene room are available • Classrooms for R-2 are on the ground floor, it is possible to move year group/class downstairs	To continue to work in partnership with the LA in developing the school environment The site manager to take responsibility for ensuring access is always clear Ensure that all pupils have equipment to help them learn and access to teaching spaces	Look at the needs of individuals and cohorts and make judgement about which class should be taught where Regularly monitor how we can improve access to the school's facilities Train staff on best practice when helping pupils with SEND If pupils with different disabilities join the school, policies and training would be further adapted	Governors Headteacher Staff and Site Manager	May 2024	All classrooms that need to be accessed are accessible Year groups will be moved so that children can be taught as a cohort (if needed) Children have access to specialist equipment and resources to enable them to access the curriculum effectively.

	should we need to • Four specialist classes are in a separate building which has good disabled access • We have one mobile soundfield system • All furniture is assessed to the correct height for Year groups/Individuals. Rocking chairs have been purchased to support children with sensory needs to access the curriculum. • Sensory equipment has been purchased for children who require this to support with their access to the curriculum.					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage this is often accompanied with picture • Widgets and communication in print (additional InPrint licenses purchased for	To ensure that all pupils understand expectations and information needed to succeed Specialist teachers deliver curriculum to children with SEND, in particular, pupils in the LCC.	Staff trained in signalong with regular updates. Widgets used by all staff attached to lanyards in the LCC and as appropriate on a case by case basis in mainstream.	All staff SENDCO/ SALT staff	May 2024	All children are supported to understand instructions barriers to learning are removed or adjustments are made so they are able to access the curriculum.

	LCC classes) • Signalong (staff Signalong training delivered in house) • Large print resources • Soundfield system					
--	---	--	--	--	--	--

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 and Headteacher

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
- Intimate Care Policy
-

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two story main building top floor not easily accessible	Consider moving year group teaching groups should this be inaccessible for any individual because of their disability	Headteacher	As needs arise
Corridor access	All corridors are wide not always free of clutter	Coats to be hung up correctly, any furniture placed in the corridor should not obstruct the pathway	Site manager/all staff	Weekly
Parking bays	2 bays in the main carpark with a taxi bay at the front of school	Ensure that these areas are only used by those with authority to do so – registered taxis and blue badge holders	Site manager/Headteacher	Daily
Entrances	All entrances are flat and have double doors	Ensure that they are always free of any obstruction	Site manager	Daily
Toilets	Disabled toilet in separate building and in main building (staff room)	Make sure that all visitors know where these are and are accessible at all times	Site manager/headteacher	Daily
Reception area	This is free of clutter and easily accessible	Ensure that any deliveries are put into the office not corridor	Office staff	Daily
Internal signage	In good repair	Continue to monitor condition	Site manager	Weekly

Emergency escape routes	Clearly signposted and in good condition in both buildings	Be sure they are not obstructed	All staff	Visual checks daily
-------------------------	--	---------------------------------	-----------	---------------------