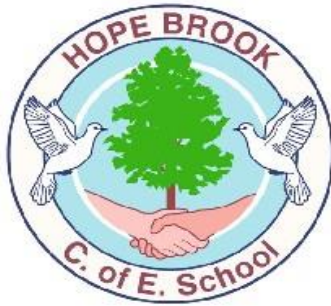


# Hope Brook Church of England *Primary School*



## Accessibility and Disability Equality Policy

The staff and governors are committed to the development of each child in the best possible learning environment to encourage all children to achieve their fullest potential.

We want the children to achieve success through their own efforts, teamwork, self-discipline and motivation, and through links with the Church and community, work towards a better future for themselves and the world in which they live.

# **Accessibility and Disability Equality Policy**

## **Introduction**

Hope Brook Church of England Primary School values the individuality of its pupils. We are committed to ensuring all our pupils have every opportunity to achieve the highest possible standards. We do this by taking account of pupils' varied life experiences and needs. This policy helps to ensure that our school promotes the individuality of all our pupils, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This is a whole school policy – equality applies to all members of the school community – pupils, staff, governors, parents and community members.

Schools are required to have an accessibility plan, under the Equality Act 2010. The purpose of the plan is to improve access to education for disabled pupils in the three areas required by the planning duties in the act:

Increase the extent to which disabled pupils can participate in the curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;  
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 members of the school community with a disability

## **What do we understand by 'disability'?**

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act.

Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

Physical or mental impairments can include sensory impairments, such as those affecting sight or hearing.

The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives. For example, 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 might include, for example, the provision of an auxiliary aid or adjustments to premises and facilities.

## **Links between school policies**

The accessibility plan is linked to a number of other school procedures and documents:

The plan should be linked to the:

- School Development Plan with premises issues being added to the Asset Management Plan
- General school accessibility plan, outlining arrangements for accessing and leaving the school site
- Health and Safety Policy
- Equality objective statement
- Additional Needs Policy and SEND Information report
- Supporting Pupils with Medical Conditions Policy

Date of policy: September 2021

Date of next review: September 2024

This policy was formulated in consultation with the Headteacher and teaching staff.

This policy was accepted by the Governing Body at their meeting on Wednesday 29<sup>th</sup> September 2021 and will be reviewed every three years or when circumstances with the school community change.

A signed copy of this document is stored in the Hope Brook School Policy Folder, which is stored in the staffroom.

Hope Brook C of E Primary School Accessibility Plan (September 2021 - 2024)

Priority	Current good practice	Actions to be taken (incl to manage current needs)	Timescale/ person responsible	Success Criteria
To increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>All pupils have access to our broad and balanced curriculum</li> <li>No pupils miss out on areas of learning</li> <li>We use a range of resources to support children's needs and learning styles</li> <li>As a whole staff, we have considered / encourage different methods of recording learning</li> <li>Support staff are skilled at adapting curriculum content for the differing needs of pupils</li> <li>Staff actively engage with external agencies and follow their guidance to support children's needs</li> <li>New interactive whiteboards have improved facilities to access information which benefits all children</li> <li>Good availability of IT equipment to enhance learning opportunities for children</li> <li>Good procedures are in place for managing current medical needs</li> <li>Good procedures are in place for managing the administration of medication</li> <li>High proportion of staff are Paediatric First Aid trained - to ensure cover for EYFS, lunchtimes, break times and school trips</li> </ul>	<ul style="list-style-type: none"> <li>Ensure My Plans / My Plan + / EHCP's have relevant resources identified to support their learning needs</li> <li>Identify children who benefit from using strategies other than writing to document learning</li> <li>Further explore IT resources that aid learning - for children with additional needs</li> <li>Continue to update Paediatric First Aid training</li> </ul>	<p>Autumn Term HR</p> <p>Autumn Term HR</p> <p>Autumn Term - electronic reading resources Training - PF, TD, HH</p>	<p>SEND paperwork identifies specific resources that support learning</p> <p>List of children compiled - increased staff awareness</p> <p>Possible electronic resources identified for those that need that level of support</p> <p>First Aid training up to date</p>

	<ul style="list-style-type: none"> <li>All staff continue to receive regular reminders of First Aid at work training (every 3 years)</li> </ul>			
To ensure equal access to school provision and services, such as pre-school, BC/ASC, after school clubs and play times	<ul style="list-style-type: none"> <li>Availability of pre-school provision provides access to more flexible transition processes where required</li> <li>Availability of pre-school provides access to nappy management where required</li> <li>SENDCo monitors attendance to school based after school clubs</li> <li>All pupils are able to attend all services provided by the school</li> <li>Specific support staff allocated to children with additional needs when using play equipment</li> <li>Good range of play equipment available, catering for pupils with sensory issues</li> </ul>	<ul style="list-style-type: none"> <li>Consider whether there are children that need adapted transition arrangements</li> <li>Consider adaptations to pre-school outside area, particularly the bank which is not accessible for all</li> <li>Increase availability of sensory resources for specific needs of autistic child</li> </ul>	<p>September VS</p> <p>Spring Term PF/MC</p> <p>Autumn Term MC</p>	<p>Transition plans for new pupils in place.</p> <p>Costed plan completed and considered by governors</p> <p>Sensory resources used effectively as calming mechanism for autistic child.</p>
To improve access to the physical environment for pupils with a disability	<ul style="list-style-type: none"> <li>Access and exit routes are well demarcated</li> <li>Visitors and disabled parking bays are clearly marked</li> <li>Disabled toilet and changing facilities are available on site</li> <li>One-storey school site is easily accessible for all - no stairs on site</li> <li>Furniture is well organised to ensure ease of access to all rooms on the school site</li> </ul>	<ul style="list-style-type: none"> <li>Continue to be aware of steep access to top field and trim trail which could pose a challenge for some disabilities</li> <li>Consider further development of toilet facilities, particularly for younger children</li> <li>Review access to playground shed for those with disability</li> </ul>	<p>Review as part of premises visit</p> <p>Autumn Term SS</p> <p>Spring Term SBM</p>	<p>Plans for easing the steepness of hill completed</p> <p>Costed plan for additional toilet facilities considered by governors - and funding sought. Ramp access to shed in place</p>

<p>To improve the delivery of communication / information to pupils and parents who might be affected by a disability</p>	<ul style="list-style-type: none"> <li>• Range of communication methods used - for delivery of lessons and for communications with parents</li> <li>• Eschools facility used as the main system of communication - and appears to work well with most devices</li> <li>• Specialist resources used - overlays, pictures, visual timetables, reader pens</li> <li>• Website provides translation service for parents with English as an additional language</li> <li>• Phone communication used for parents that struggle to manage the written communications</li> <li>• Reports, face-to-face meetings and zoom used to inform parents about children's progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure access to IT support is available for parents</li> <li>▪ Consider how IT resources can be used to enhance communication further - ie use of electronic readers</li> </ul>	<p>AM Ongoing</p> <p>SS Spring Term</p>	<p>Parents using eschools/paypal facilities confidently.</p> <p>Additional IT resources being used to support learning and communication in the school.</p>
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