

# HOYLANDSWAINE PRIMARY SCHOOL

## ACCESSIBILITY PLAN - 2014 to 2018

This Accessibility Plan ensures that, as a school, we are fully compliant with the current legislation and requirements and supplements the Equality & Diversity Policy. Governors are accountable for ensuring the implementation, review and reporting on progress of this plan annually and committed to ensuring accessibility for all.

The aim of the Accessibility Plan ensures that the school continues to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by the school.

### **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” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

### **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Hoylandswaine Primary School is 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. We are committed to taking positive action with regard to disability and to reinforcing our culture of inclusion.

Our school vision statement is:

Equipping our children with an understanding of the wider world so that they engage effectively in modern society, moving forward with resilience, tenacity and confidence as independent thinkers who strive to become the very best they can be

We aim to ensure that all children are given full access to the provision and curriculum we offer to enable them to become the pupils embodied by our vision statement.

The plan addresses our current school community but recognises the need to make reasonable adjustments where practicable if the situation changes.

**The Accessibility Plan commits the school to providing relevant and timely actions to:**

### **1. Curriculum**

Increase access to the curriculum for pupils with a disability so that they are equally as prepared for the future, as are our pupils without disabilities. This covers teaching and learning and the wider curriculum of the school such as the

participation in after-school clubs and school visits. It also covers the provision of specialist or auxiliary aids and equipment that may assist these pupils in accessing the curriculum.

#### **Curriculum – The Current Position**

- Advanced planning for pupils based on good information from nursery partners
- Liaison with external services and agencies regarding individual pupils
- Developing good or outstanding learning and teaching across the school
- Individual flight paths and objectives, which enable all pupils to be aware of their progress
- Ensuring that school visits and trips are accessible for all pupils

#### **2. Physical Access**

Improve the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

#### **Physical Access – The Current Position**

- The building is wheelchair accessible with a lift to facilitate movement between the floors
- All parents are asked if they require access arrangements for Parents' Evening, school functions etc
- Accessible toilet facilities available throughout the school
- A physical environment that is safe and welcoming.
- Handrails on stairs
- Highlighted kerbs and edges of stairs
- Clear visual signage

#### **3. Written Communication**

Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

#### **Written information -The Current Position**

- To review the site annually using the Local Authority's accessibility framework
- To address any concerns arising from the annual site inspection
- All information from Parents Information Evenings is placed on the website
- The Accessibility Plan is additional to the Equality & Diversity Policy and is placed on the website

#### **Priorities for 2014-18**

- To ensure we provide staffing at a level that provides accessibility for all to the curriculum, after school clubs and visits
- To review the site annually using the Local Authority's accessibility framework
- To improve the physical environment of the school to increase the extend to which persons with special needs or disabilities can take advantage of the education and/or activities enabling them to be fully involved in school life
- To liaise with the specialist teaching service as needed to ensure that written information is accessible for pupils and that alternative resources are available as required

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School Prospectus will make reference to this Accessibility Plan.

The Headteacher, and the Governor responsible for Health and Safety, will monitor this Accessibility Plan.

June 2014