



Reviewed September 2017



Hartley Primary Academy

Disability Accessibility Plan

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Policy Status	
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Date to be revised	July 2018
Owner	Vicki Adams



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Revision Log (last 5 changes)

Date	Version No	Brief detail of change

Background

Hartley Primary Academy is committed to developing an accessible environment for all its users. This policy applies to all pupils, staff and visitors

The school will endeavour to ensure that:

- All pupils have improved access to the curriculum
- Physical improvements are made to increase access to education and associated services
- Improved information in a range of formats is available for disabled pupils



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- The school will continue to update accessibility planning annually.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Hartley Primary Academy is aware of potential discrimination as a result of:

Less favourable treatment

Treating a disabled or prospective pupil less favourably than another because of his or her disability without justification may be breaking the law.

Failing to make a ‘reasonable adjustment’

Schools can also be found to have discriminated where they have failed to take ‘reasonable steps’ which leads to disabled pupils and prospective pupils being placed at a ‘substantial disadvantage’ compared to non-disabled pupils.

Rights under the Law

The Act defines a disabled person as: ‘*someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities*’ This covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, pupils who are incontinent or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Curriculum Policy



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- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Staff Development Policy

Are disabilities different to Special Needs?

A disability might give rise to a learning difficulty that calls for SEN provision to be made. The SEND framework is there to identify and meet any additional educational needs of children. The duties under the Equality Act 2010 are there to ensure that disabled pupils are not discriminated against. Many, but not all children who have SEN will also be defined as having a disability under the Equality Act 2010. Similarly, not all children with a disability will have special educational needs.

Hartley Primary Academy actions to prevent discrimination:

- Staff, pupils, parents and the Governing Body will be made aware annually their responsibilities and rights under the EA 2010.
- The Governing Body and leadership of the school will be responsible for ensuring the Act is implemented and reviewed regularly.
- All staff annually and new staff as part of their induction process will be made aware of their responsibilities.
- School, LA and National policies regarding the legislation will influence procedures for admissions, education and associated services and exclusions to ensure disabled children are not at a substantial disadvantage.
- All teachers and teaching assistants have received statutory training in ensuring the school is 'Dyslexia friendly'.
- The school will review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils bi-annually, with full consultation of the Governing Body.
- The school will endeavour to make 'reasonable adjustments' in order to comply with the new law.
- Procedures will be in place to ensure that should there be discrimination by staff it will be dealt with immediately.
- The Finance Department will take into account the need to make 'reasonable adjustments' and ensure new projects are EA compliant.



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- The school may be expected to adjust practice as well as/in addition to facilities. For example, this may involve a feasibility study as to whether or not a year group may need to move to a different classroom to accommodate a child's needs.

Outdoor Environment

- The outdoor environment should allow disabled people to move around freely and safely.
- Paths and pavements will be kept free of unnecessary obstacles.
- Trees and shrubs will be kept trimmed where they are adjacent to paths.
- Designated parking space (x2) is provided.

Entrance to the school

- Main entrance is accessible to all users of the building with an access ramp.
- Fire exits from Upper Key Stage 2 classrooms opening onto the pathway are on an accessible ramp.

Lifts

The school has two lifts enabling wheelchair users to access rooms on different levels of the school.

Toilets

The school has a newly-refurbished DDA compliant accessible toilet.



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Off site visits:

Staff will complete a risk assessment to ensure accessibility of the site to be visited.
Staff will be trained in the use of a wheelchair, should this be required for a visit.

Actions for 2017-2019:

See Action Plan in Appendix 1

This Accessibility Plan will be reviewed annually.

Date: September 2017

To be reviewed: September 2018



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Appendix 1

Accessibility Plan Actions 2017-2019:

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery /Pre-school providers to review potential intake for September 2017/2018 and 2018/2019	To identify pupils who may need additional to or different from provision for September 2017/2018 Intake	2017/2019	Principal SENCO EYFS teachers	Procedures/equipment / ideas set in place by September 2017.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2017/2018/2019	Principal SENCO All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families. Meet the Teacher to be scheduled earlier in the September Term.	Ongoing 2017/2018/2019	Principal SENCO All teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing 2017/2018/2019	Principal SENCO Class teachers TAs Outside agencies	Clear collaborative working approach
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) · Wheelchair access · Screen magnifier software for the visually impaired · Features such as sticky keys and filter keys to aid disabled users in using a keyboard · Makaton training for relevant staff	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school



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	<ul style="list-style-type: none"> · Giving alternatives to enable disabled pupils to participate successfully in lessons · Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible
Ensuring all with a disability are able to be involved, including access around the school	To ensure the pathway from the upper playground to the lower playground is obstacle free and not overgrown. To investigate the possibility of installing ramp access to both Year One classrooms. Create access plans for individual disabled children as part of their Provision Plan/Health Care Plan Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are all met	With immediate effect, to be constantly reviewed	Principal Teaching and non-teaching staff Site manager	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Principal SENCO Occupational Health School Nurse	(See Medical Conditions at School Policy)



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Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this Adopt a proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages /letters/pop ins	Ongoing	PSHE Coordinator SMT	No accidents/incidents
To ensure full access to off site visits	Staff will complete a risk assessment to ensure accessibility of the site to be visited. Staff will be trained in the use of a wheelchair, should this be required for a visit.	Ongoing	All staff	All children will have accessed all off site visits safely

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access, if required 	Ongoing	Principal Office staff	All pupils, parents and visitors fully included
To review children's records ensuring school's awareness of any disabilities	Information collected about new children: <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings SEND Transition meetings 	Annually	Class teachers SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes



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	<ul style="list-style-type: none">· Medical forms updated annually for all children· Personal health plans· Significant health problems – medical register regularly updated including children's photos displayed on staffroom notice board / info kept in separate file in staffroom/kept in class registers			
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