



## **HARTLEY PRIMARY ACADEMY**

### **ACCESSIBILITY PLAN**

**April 2016**

#### **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
- 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
- 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.
- 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.

### **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 2016/2017:**

See Action Plan attached

This Accessibility Plan will be reviewed annually.

Date: April 2016

To be reviewed: September 2017