

Accessibility Plan

Hill View Primary



Version: 4	Date: January 2025
Approved by Board of Governors:	Date:
Next Review Date:	January 2028
Written by:	SLT & SENDCo

Legislation & 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Aims:

Schools are required under the Equality Act 20210 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Hill View aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We promote a culture of inclusion and diversity, where positive attitudes and equal opportunities towards disabled people are promoted, and where disabled people can participate fully in the life of the school. We will not tolerate harassment or discrimination against any member of the school community.

The school has an Equalities policy and promotes it throughout the curriculum and the ethos of the school, which aims to foster *Aspire, Success, Excellence, Nurture and Trust*.

The Special Educational Needs and Disabilities policy describes the identification, assessment and review procedures for identifying, supporting, and monitoring pupils with special educational needs. This policy covers pupils with a wide range of needs, including, academic, physical, social, and emotional difficulties. Alongside this, the School SEND Report outlines in school, local and national provision.

The school has a Relationship Policy and an Anti-Bullying Policy, which sets out how the school develops children's self-esteem, and the ways in which the school will manage behavioural difficulties, and incidents of bullying and harassment.

The school supports any available partnerships to develop and implement the plan including our Trust Reach South and BCP

We have included a range of stakeholders in the development of this accessibility plan, including the Regional Site Manager

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the school, the complaints policy sets out the process for raising these concerns.

The plan will be made available online on the school website and paper copies are available on request.

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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils which underpin the development of a more inclusive curriculum:</p> <ul style="list-style-type: none"> -Setting suitable learning challenges for all, including those with a disability. -Responding to pupils diverse learning needs -Overcoming potential barriers to learning and assessment for individuals and groups of pupils. -Progress and attainment is tracked for all pupils including those with a disability. -The curriculum is reviewed to ensure it meets the needs of all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum. -Ensure that positive images of disabled pupils and staff participating will be promoted -Successes of disabled pupils are celebrated -Our PHSE curriculum promotes mutual respect for all pupils, including those with a disability. A buddy system, circle of friends is often used to support children with a disability. -Additional coaching or training for disabled pupils as necessary. 	<p><u>Long Term:</u></p> <p>All children to have access to all areas of the curriculum, irrespective of need.</p> <p><u>Short term:</u></p> <p>Children with Disabilities to access all P.E lessons with appropriate adaptation.</p> <p>Children with disabilities to take part in extra-curricular activities.</p> <p>All year groups to explicitly teach equality tolerance (British Values) as well as implicitly through classroom practice.</p> <p>Quality first teaching strategies, including adaptation used consistently across the school</p>	<p>Adaptation for P.E ideas to be accrued and shared with staff to improve inclusivity.</p> <p>Extra-curricular activities registers to be collected and proportion of attendees with a disability to be recorded.</p> <p>SCARF planning used, as well as core values and British value assessments to be made.</p> <p>SEND Quality standards to be embedded with differentiated QFT strategies shared. during CPD meetings for both teachers and TAs</p>	<p>P.E Lead/Class teachers</p> <p>All Staff/Inclusion Team</p> <p>All teaching staff/SLT</p> <p>Inclusion Team/Teaching Staff/SLT</p>	<p>Summer 2025.</p> <p>On-going.</p> <p>Ongoing monitoring</p> <p>Spring 2025 and then on-going monitoring.</p>	<ol style="list-style-type: none"> 1. Children with disabilities to make good or better progress from their individual starting points, 2. Children to demonstrate acceptance towards people with differing need, measured through pupil voice and assessment, 3. Children with disabilities to be proportionately represented in extra-curricular activities, measured through attendance data, 4. QFT seen consistently across school.
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<p>Improve and maintain access to the physical environment</p>	<p>We take account of the needs of pupils and visitors with physical difficulties, sensory impairments and those on the autistic spectrum when planning and undertaking future improvements and refurbishments of the site and premises. We make reasonable adjustments to remove barriers to participation, to make sure that the school environment is as accessible as possible, and to ensure that disabled people are not treated less favourably.</p> <p>The environment is adapted to the needs of pupils as required such as:</p> <ul style="list-style-type: none"> • Improved access to all areas of the school with ramps. • Lighting modifications • Acoustic panels in areas of the school. • Colour schemes and a variety of textures show different areas of classrooms and play areas • Disabled parking bays in front of school and in the car park. • Disabled toilets and changing facilities for adults and children. • Library shelves at wheelchair accessible height. • PEEPs are used to support children who need a 'Personal Emergency Evacuation Plan'. • Button access to open doors automatically. • Hearing loop system in front office. 	<p>Long Term:</p> <p>For all pupils, staff and visitors to have access to all areas of the school, irrespective of need or disability.</p> <p>Short Term:</p> <p>All corridors and communal areas to be clear of unnecessary clutter to allow clear access,</p> <p>All alarms and bell systems to be able to be heard from all areas of the school,</p> <p>Visual support for emergencies to be in place and reviewed i.e. signage and visual alarm cues,</p> <p>Disabled parking area to be available for staff or visitors,</p> <p>Evacuation plans to be up-to-date to support all children, and staff who may require additional support,</p> <p>Personal action plans used for at-risk staff.</p>	<p>All staff to be reminded regularly to maintain a tidy and clutter-free environment,</p> <p>External Fire Bells have been replaced to ensure they can be heard from all areas,</p> <p>Signage to be considered and modified accordingly.</p> <p>Monitor the use of bays</p> <p>Review PEEPs in September and March of each year to ensure information is accurate and up-to-date</p> <p>Staff to speak openly with line manager about personal need and a risk assessment to be undertaken.</p>	<p>ALL Staff/SLT</p> <p>Regional Site Manager/Head Teacher</p> <p>Regional Site Manager/Head Teacher</p> <p>Office Manager/Head Teacher</p> <p>SENDCo/Class Teachers</p> <p>All Staff/Head Teacher.</p>	<p>On-going</p> <p>Ongoing monitoring of system</p> <p>Spring 2025</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<ol style="list-style-type: none"> 1. All areas to be accessible for all users, 2. All emergency procedures to allow quick and effective evacuation for all,
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	<ul style="list-style-type: none"> Visual fire alarms around school. 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Information is adapted to the needs of pupils as required such as:</p> <ul style="list-style-type: none"> Acoustic panels available in areas of the school. Hearing loop system in front entrance. Large print resources as required. 	<p>Long term:</p> <p>All areas and resources to be available in an accessibly friendly way.</p> <p>Short term:</p> <p>Fire procedures to be available in large print, as required.</p>	<p>Ongoing review of acoustic panel needs</p> <p>Folder to be held in the front office with large print evacuation plans to be available upon request.</p>	<p>Regional Site Manager/SENDCo</p> <p>Office Manager/Site Manager/Head Teacher.</p>	<p>ongoing</p> <p>Summer 2025</p>	

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Monitoring:

The impact of this policy will involve an analysis of policy, practice and procedure for disabled pupils, staff and parents. The scheme will be monitored on an ongoing basis. Information collected will include data on:

- Pupil Achievement, analysis of outcome data for disabled pupils.
- Access to curriculum learning opportunities -e.g. external visits
- Disabled pupil's participation in extra-curricular activities;
- Admissions, Transitions, Exclusions - e.g. are children with disabilities over-represented in our exclusion figures?
- Social Relationships - What does the school do to improve social relationships between disabled pupils and non-disabled pupils? - e.g. Friendship benches
- Employing, promoting, and training staff including those with a disability. The monitoring and evaluation of this is outlined in Hill View's Equal Opportunities Policy.

The views of the pupils (and their parents), affected by the policy will be sought during **Early Support Plan (ESP)** reviews, and through monitoring and evaluating academic and social progress of a wide range of groups, including vulnerable children or children with disabilities. The status and progress of the Access Plan will be monitored by the Governors.

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.

Reporting:

The scheme will be reported on annually in terms of the implementation of the action plans and the impact they have had.

Reviewing:

The Governing Body will review the Accessibility Plan and revise every 3 years. The review will involve revisiting the information that was used to identify the schemes key priorities in order to make judgements on improved opportunities and outcomes for disabled pupils, staff and parents.

Links with other policies:

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

School Facility Lettings Use by the community:

It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Single story	No further action		
Corridor access	Wide corridors and ramps where necessary.	No further action		
Parking bays	Two disabled parking bays at the front of the school.	Monitor for need	Head teacher	ongoing
Entrances	All entrances are accessible to all.	No further action.		
Ramps	Ramps are built into areas where steps are included on the outside of the building. A mobile ramp is also available if required.	No further action		
Toilets	2 adult and 2 child toilets available at different areas around the school.	Monitor for need	Head teacher	ongoing
Reception area	Entrance is accessible. Doors to entrance open with a disability push button.	No further action.		
Internal signage	Signs are displayed.	Large font Fire Information to be available on request or if need identified.	Site Manager/SEND Team	ongoing
Emergency escape routes	Adequate to all areas of the building, including routes using ramps.	No further action.		

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