

# Hartford Manor Primary School & Nursery



## Accessibility Policy

Date of <u>policy</u> :	November 2016
Review Cycle:	3 years
Reviewed By:	Simon Kidwell
Approved By:	Governing Body
Last Reviewed:	November 2016
Next review date:	Autumn 2019

## **ACCESSIBILITY POLICY**

1. Hartford Manor Primary School & Nursery is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The school recognises its duty under the Equality Act 2010 :
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - not to treat disabled pupils less favourably;
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
  - to publish an Accessibility Plan.
3. The school understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.
4. This Policy and Plan complies with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
5. The School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. This policy will include the school's accessibility plan for the next three years; the plan will be updated annually. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This could include reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include hand-outs, timetables, textbooks and information about the school and school events. Information should be made available in various preferred formats within a reasonable time frame.

### **Accessing the curriculum**

6. The school already provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet their individual needs and their preferred learning styles. It endorses the key principles in the National Curriculum while underpinning the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to pupils' diverse learning needs; and
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
7. In addition to its' own nursery the school fosters good working relationships with other local nurseries and pre-schools to promote transition arrangements in the summer term before starting at school. This enables the school to identify, assess and arrange suitable provision for pupils with special educational needs and / or disability.
8. The school works closely with relevant local services and will continue to seek the advice of LA services, including specialist teachers, SEN inspectors/advisers, and appropriate health professionals. The school's SENCo manages the statutory assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
9. The school's pastoral team also provides additional support for disabled pupils who are not SEN and supports teachers in implementing strategies for improving those pupils' access to learning.

### **Physical Environment**

10. The school site dates from 1972; it has been extensively refurbished in recent years including the new two storey key stage 2 teaching area opened in May 2016. All areas are now fully accessible to most users irrespective of their level of disability. The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments as it completes the final elements of the most recent refurbishment and will maintain its focus on improving access, lighting, acoustic treatment and accessible facilities and fittings.

11. In addition the school environment is continually enhanced through the building maintenance and continuing redecoration programme.

### **Access to information**

12. 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.

13. The school office will continue to ensure that information is provided to disabled pupils, parents and carers in appropriate format when required or requested.

### **Next steps**

14. The Governing Body has approved an Action Plan covering each of these three areas. These plans will be reviewed and updated, if necessary, on an annual basis. These action plans are set out in the Accessibility Plan on our website.

15. The school acknowledges the need for continuous awareness raising and training for all staff and governors to ensure accessibility for all.

16. The Plan should be read in alongside the school's prospectus, and the following policies and documents:

- Curriculum
- Equality
- Health & Safety
- Special Needs
- School Improvement Plan
- Teaching and Learning
- CPD
- Educational Visits Policy
- Behaviour Management Policy
- Asset Management Plan

9. The Accessibility Plan will be monitored by the Leadership, Management and Finance Committee of the Full Governing Body and by Ofsted as part of their inspection cycle and will meet the requirements of the Equality Act 2010.