

Hartford Manor Primary School & Nursery



Accessibility Plan

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Reviewed By: Simon Kidwell/Jan Diamond
Approved By: Full Governing Body
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Hartford Manor Primary School & Nursery is committed to treating all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind;

- 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; and
- challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

At Hartford Manor, we understand 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.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors and good practice from elsewhere.

2. Legislation and 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.

3. Monitoring arrangements

This plan will be reviewed every 3 years. It may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body's Leadership, Management & Finance Committee.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. A more detailed physical accessibility action plan is attached, Appendix 1.

Aim	Current practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions	Who	Time-scale	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ul style="list-style-type: none"> - Children with a disability will feel included in all areas of the curriculum - Relevant adjustments are made to suit children with visual impairments - Children with allergies will feel safe in school 	<p>Staff to take provision on residential/educational visits into account in risk assessments</p> <p>Staff to alter written work/presentation of work to enable children to access alongside their peers, eg enlarge print, and to implement recommendations from the VI team</p> <p>Respond as needs arise.</p> <p>Individual care plans for specific children</p>	<p>Class teachers EVC coordinator Parent/carer</p> <p>VI team SENCo Class teacher Parent/carer</p> <p>GP reports to inform First Aid lead Class teacher Parent</p>	<p>on-going</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Reasonable adjustments such as: shortening the school day, parents attending with their child, alternative sleeping arrangements</p> <p>Children have books and work suited to their needs</p> <p>All staff are aware children's needs and adjustments</p>

<p>Improve and maintain access to the physical environment</p>	<p>The school has undergone significant refurbishment since 2015 and is fully adapted to the needs of pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> • external ramps • 'step-free' entrances • KS2 lift • wide corridors • disabled parking bays • disabled toilets and changing facilities • library shelves at accessible heights • secure pedestrian and vehicle access 	<p>To maintain existing high standard of the internal environment.</p> <p>To develop an agreed programme of planned maintenance so that existing standards can be sustained.</p> <p>To continue the programme of development of our outside spaces.</p>	<p>Monitor and review</p> <p>Consider needs of any individuals</p> <p>Sign-off programme of planned maintenance</p>	<p>Business Manager</p> <p>Site Manager</p> <p>Head of School/Principal</p> <p>Site Manager</p> <p>LMF</p> <p>SLT</p>	<p>Annual</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All pupils, staff and visitors are able to access the physical environment.</p> <p>The internal environment remains at a high standard</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • large print resources • pictorial or symbolic representations 	<p>To implement appropriate internal signage.</p>	<p>Identify areas where children/visitors to the school may need signage</p>	<p>Children</p> <p>Site manager</p> <p>SENCo/SLT</p>	<p>Ongoing</p>	<p>Signage inside school is clear.</p> <p>Children and visitors are able to find their way around.</p>

Appendix 1: Accessibility audit action plan

The table below sets out the summary results of the audit carried out by the Business Manager and Site Manager in September 2017. The detailed School Access Audit checklist, (from www.accessaudits.com), was used to undertake the review.

Feature	Description	Actions to be taken	Who	Timescale
Entrances	<p>The visitor car park is a short walk from the main entrance with ramps where appropriate.</p> <p>The pedestrian entrance is a secure camera gate providing full access to the school site.</p>	NFA		
School office area & lobbies	<p>New office area opened in September 2015 with easy access for all, clear lighting and accessible counter area.</p> <p>An induction loop is not fitted</p>	NFA		
Corridors and internal surfaces	<p>All corridors are wide, free from obstruction, step-free and covered in modern non-slip surface.</p> <p>Colours, tones and textures are varied to help people distinguish between surfaces and fixtures and fittings</p>	NFA		
Internal doors	<p>All doors are distinguishable from surroundings.</p> <p>Peopole, can be seen from both sides and all door handles/locks are accessible.</p>	NFA		
Internal ramps	None in school	N/A		

Internal stairs	EYFS and KS1 single storey KS2 is two storey with a service lift	NFA		
Lifts	There is one lift in the KS2 area It is a service lift but can also be used to provide access to the upper floor where necessary	<ul style="list-style-type: none"> ensure all current Teachers and TAs working on the first floor have been trained to use the lift 	Site Manager Include in staff induction.	Ongoing
Toilets & changing areas	Staff, pupil and visitor toilet facilities in each main area of school	NFA		
Facilities	There are new height adjustable tables or chairs in the Computing suite or other classrooms. Seats are provided in the waiting areas outside the school office and Head Teacher office. Teacher chairs with arms and other chairs to accommodate specific needs are available on request	<ul style="list-style-type: none"> make specific provision in the relevant classrooms and computing suite when necessary 	SLT	As required
Way finding/Internal signage	Laminated signs are visible on all classroom doors and main pupil areas. Office and staff areas are also clearly sign posted. Other internal signage is limited. On opening evenings/days/parents' evenings school ambassadors and staff are available to provide directions.	<ul style="list-style-type: none"> place laminated 'location' signs at top and bottom of stair wells SENCo/SLT to consider whether further improvements to internal signage are necessary 	Site Manager SENCo/SLT	 Ongoing
Lighting & Acoustics	The school is well lit and teachers are able to control lighting in their own areas including blinds to control natural light. There is no induction loop in the main hall.	NFA		

Means of escape	<p>Fire doors in all ground floor classrooms</p> <p>An Evac chair at the top of both KS2 stairways with fire doors at each end</p>	<ul style="list-style-type: none"> • ensure all internal signs are in place and compliant • obtain costings for compliant signage to Y2 corridor and Reception class • ensure all current Teachers and TAs working on the first floor have been trained to use the Evac Chairs 	<p>Site Manager</p> <p>Site Manager</p> <p>This is included in the staff induction</p>	<p>Ongoing</p> <p>Ongoing</p>
Building management	<p>The building is currently of a high standard following significant refurbishment in 2012 and redevelopment in 2015. Relevant service contracts are in place for all required services.</p> <p>The development of the school's outside play spaces is ongoing.</p> <p>The Site Maintenance Officer is not able to access the school roof.</p>	<p>NFA</p> <p>Drainage company to access the school roof every fortnight</p>	<p>Tech flow Drainage company</p>	<p>Ongoing</p> <p>Ongoing</p>