

ACCESSIBILITY PLAN 2019 - 2022

Link governors: Caroline Comer

Policy written by: Lisa Wood

Date ratified by governors: October 2019

Date of next review: October 2022 or sooner if appropriate

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
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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.

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.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum resources include examples of people with disabilities.</p>	<p>LW to raise awareness in INSET Subject leaders to monitor in books, planning Assemblies to include examples</p>	<p>LW All subject leaders LW</p>	<p>Oct 19 July 2021 Starting Oct 19</p>	<p>Children will see more examples of children with disabilities and be more aware/understanding/tolerant of people with disabilities. Children will have a better understanding of a range of disabilities and how these affect people; also understanding that people with disabilities have skills/strengths too.</p>
<p>Improve provision for those children needing sensory breaks for self-regulation</p>	<p>Some (mostly small) sensory resources available in school. Whole staff trained by Autism Outreach Team in September 2019; including sensory needs.</p>	<p>Develop appropriate areas in school that be used for sensory breaks</p>	<p>Appropriate rooms to be identified in school. Staff (including SENCO) to observe and take the sensory needs children</p>	<p>LW/SLT All staff, including</p>	<p>Oct 19 Dec 19</p>	<p>Children be more regulated in class; accessing planned sensory breaks at key points in the day when THEY need them.</p>

	Sports coach delivers 'Big Moves' sensory session at the start of each day.		<p>demonstrate.</p> <p>Ensure appropriate resources/activities are identified, bought and used.</p> <p>Staff to teach children appropriate strategies (that will meet their needs).</p>	<p>SENCO</p> <p>SENCO</p> <p>All staff delivering sensory breaks.</p>	<p>Feb 20</p> <p>Feb 20</p>	Children will have access to appropriate provision when dysregulated, allowing them to self-regulate more quickly and in appropriate ways.
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Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

Inclusion Statement

At Hylton Castle Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Hylton Castle Primary School we undertake the duties, including in relation to **this policy**:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Hylton Castle Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to **this policy**.

Hylton Castle Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.

This Policy should be read in conjunction with the School's:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

