



Accessibility Plan 2016-19

Date Prepared: January 2018

Date Approved by Governing Body: January 2018

Date to be reviewed: January 2019



Background

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all previous anti-discrimination laws with one single act. This included the 1995 Disability Discrimination Act. The effect of the law is the same as in the past. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. 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.

The Accessibility Plan is a statutory document for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Little Hill Primary School the headteacher will be responsible for reviewing the accessibility plan and it will be evaluated by the relevant Governors' committee.

The purpose and direction of the plan

At Little Hill Primary School we are committed to working together to provide a stimulating and challenging learning environment where all children can develop and grow. We are committed to maximum integration and ensuring full curriculum entitlement and access. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and to the wider community.

- Our Accessibility Plan has been developed based upon information supplied by the Local Authority, and in consultations with pupils, parents, staff and governors of the school. Where relevant other, outside agencies and specialists have also been consulted. The plan is for a three year period.
- Little Hill Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, social, and cultural needs. We are committed to taking positive action in response to disability and to developing a culture of inclusion, support and awareness within the school.

- Little Hill Primary School's Accessibility Plan outlines how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility plan relates to the key areas of accessibility:

1. Access to and participation within the curriculum.
 2. Access to the physical environment
 3. Availability of and access to information.
- The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability and expand and adapt the curriculum as necessary to ensure that pupils with a disability have equal access to curriculum opportunities. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school community and cultural activities or schools visits. It includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
 - It covers maintaining access to the physical environment of the school, adding specialist facilities as necessary.
 - It will consider improvements to the delivery of written information to pupils, staff, parents and visitors with disabilities, including letters, hand-outs, timetables and information about the school and school events.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Child Protection Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Medical Policy
- Staff Handbook
- School Development Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. Impact assessments will involve disabled people at an appropriate point.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils.**

Current good practise

We aim to ask about any disability or health condition in early communications with new parents and carers. Disabled staff are identified through self declaration and through recruitment and selection procedures.

For parents and carers of children already at the school, we collect information on disability as part of surveys of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Pupils with social/interaction impairments are helped to participate in lunch and break times.

Pupils with medical needs are enabled to take part in school trips and visits, including residential visits.

There are very few parts of the school to which disabled pupils have limited or no access to.

Curriculum

There are very few areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges. Pupils with physical impairments are enabled to take part in PE. Pupils with learning difficulties are supported to access all areas of the curriculum including humanities. Pupils with hearing impairments are enabled to access areas of the curriculum including music.

The school has wider policies to support other issues which affect the participation of disabled pupils, for example: bullying and peer relationships. The school has clear policies on the administration of medicines and the provision of personal care.

Information

Different forms of communication are made available where needed to enable all disabled pupils to express their views and to hear the views of others.

Access Audit

The school is a single storey building with wide corridors and several access points from outside and wide door access to all rooms. The hall areas are accessible to all. On-site car parking for staff and visitors includes one dedicated disabled parking bay.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, and one in the year 6 building. Both of the toilets are fitted with a handrail and a pull emergency cord.

Management, co-ordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and the Academy Trust.