

# **Accessibility plan, 2022-25**

## **Section 1: Vision statement**

### Purpose of the Plan

The purpose of this plan is to show how The Hart School intends, over time, to increase the accessibility of our school for disabled pupils. The Hart 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, social, spiritual, emotional and cultural needs.

### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

- Equality Objectives
- Equality Policy
- Staff Development Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

#### Staff Development

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

#### Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

#### Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how The Hart School will address the priorities identified in the plan.

The plan is valid for three years 2022-2025. It is reviewed annually.

Approved by: .....

Date: .....

Next review date: .....

## Section 2: Aims and objectives

Our aims are to:

- 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

The table below sets out how the school will achieve these aims. [keep what is relevant to your school, edit where required]

| Aim   | Objectives<br><i>State short, medium and long-term objectives</i>   | Actions to be taken  | Person responsible | Date to complete actions by | Success criteria  |
|---|---|--|--------------------|-----------------------------|---|
| Increase access to the curriculum for pupils with a disability. | Training for specific staff, including medical, to ensure that they are appropriately skilled to meet the diverse needs represented within the community. | Identification of training needs based upon children presently in school.<br><br>Identification of staff to undertake training.<br><br>Release time for staff and opportunities to discuss and embed training upon return. | MA                 | July 2017                   | Staff trained to deal with specific pupil needs.<br><br>Feedback from training demonstrates a deeper understanding of specific pupil needs and interventions required.<br><br>Intervention tracking shows that specific pupils are making progress. |

|  |  |                   |                  |   |
|--|--|-------------------|------------------|---|
| <p>Raise level of support and provision for pupils with Dyslexia and Dyscalculia.</p>  | <p>Investment in diagnostic tools to improve identification of pupils.</p> <p>Raising of teacher's awareness through training and support.</p> <p>Investment in resources to support pupils with Dyslexia/Dyscalculia – Dyslexia friendly books, coloured overlays, online resources (NESSY), etc.</p> | <p>MA, SF, LA</p> | <p>Dec 2017</p>  | <p>Higher number of pupils identified and using materials.</p> <p>Data for these pupils shows increased levels of progress, particularly in reading/maths.</p>  |
| <p>Develop the use of specific resources, including innovative materials and technology to enhance the provision for pupils with a variety of physical, emotional and educational needs.</p> | <p>Explore the use of various resources to help pupils access learning alongside their peers, including ear defenders, pencil grips, fiddle toys, etc.</p>   | <p>MA, LA</p>     | <p>Mar 2018</p>  | <p>Pupil feedback identifies positive aspects of modified resources/materials across the curriculum.</p>  |
|  | <p>Introduction of Sensory Circuits to support autistic pupils, and pupils with sensory processing difficulties, in accessing the curriculum.</p>  | <p>MA, LA</p>     | <p>July 2018</p> | <p>Pupils accessing high quality interventions.</p> <p>These pupils making greater progress across the curriculum.</p>  |
| <p>Develop Intervention Room to support pupils with a wide variety of disabilities and learning needs, including sensory difficulties and autistic spectrum disorders.</p>                   | <p>Resourcing of relevant equipment for Intervention Room.</p> <p>Timetabling focused on pupil need. Training provided where required (see above).</p> <p>Monitoring of provision.</p>   | <p>MA, DS</p>     | <p>July 2019</p> | <p>Interventions more effective – data supports this (pupils moving from B1 to E2).</p> <p>Staff confident in delivery of programmes, interventions revised and refined regularly to improve quality.</p> <p>Teachers able to see impact of</p> |

|  |   |   |                    |           |   |
|--|---|---|--------------------|-----------|---|
|  |   |   |                    |           | interventions in classrooms.  |
| Improve and maintain access to the physical environment. | Audit classroom environments to ensure learning opportunities are maximised for pupils with disabilities, e.g. visual impairments, hearing impairments, other SEND. | Development of classrooms reflects need of pupils in class as well as potential unidentified needs.<br><br>Classrooms audited for specific disabilities and individuals as appropriate. | DS                 | July 2018 | Changes to classrooms across the school reported to LGB.<br><br>Pupils, parents, teachers able to identify positive impact on learning of specific changes. |
| Improve the delivery of written information to pupils.   | Update signage around the school to reflect the current linguistic composition of the Academy.  | Audit languages used within the school.<br><br>Revise languages used on internal signage.   | DS, School Council | Mar 2018  | Signage reflects the needs of the community.<br><br>Adapted according to changing needs, where necessary.   |

### Section 3: Access audit

| Feature<br><i>For example:</i> | Description   | Actions to be taken   | Person responsible | Date to complete actions by |
|--------------------------------|---|---|--------------------|-----------------------------|
| Number of storeys              | The school is on one storey. Steps are required to access main part of the school from reception. | Lift already in place. Annual maintenance checks to occur.  | TB, CM             | Yearly                      |
|                                | Steps are required to access the playground from the far corridor.                                | Alternative access is available with ramps. Monitor changing needs of staff, pupils.                | TB, DS             | Ongoing                     |
| Corridor access                | All corridors are accessible for wheelchairs and wide enough for manoeuvre.                       | Health & Safety Learning walks carried out termly to ensure that areas remain clear and accessible. | TB, CM, LC         | Termly                      |
| Lifts                          | Lift at reception for access to main building.  | Annual maintenance checks to occur.   | TB, CM             | Yearly                      |
| Parking bays                   | Disabled parking bay available at front of school.  | Monitor use. Additional bays to be allocated if required.   | TB                 | Ongoing                     |
| Entrances                      | Main entrance accessible, lift available, ramps available for entrance to hall.                   | Monitored, check for accessibility.   | TB                 | Ongoing                     |
| Ramps                          | Moveable ramps available for wheelchair access. Ramped entrance created to car park.              | Monitor use and need.   | TB, LC             | As needed                   |
| Toilets                        | Disabled toilet available in KS1 corridor.  | Regular checks for accessibility, cleanliness and damage.   | TB                 | Ongoing                     |

|                         |   |  |        |           |
|-------------------------|---|--|--------|-----------|
| Internal signage        | Signage around the school is clear.   | Refine languages used, see above.        | DS     | March '18 |
| Emergency escape routes | Labels well and clearly displayed throughout school. Emergency lights above door. | Continue to ensure signs are maintained. | TB     | Ongoing.  |
|                         | Fire evacuation plan in place and communicated.                                   | Reviewed at least yearly.                | TB, LC | Yearly    |