



Hunters Hall Primary School Accessibility plan 2020 - 2024

Section 1: Vision statement

- **Purpose of the plan**

This plan shows how Hunters Hall Primary School intends to increase the accessibility of our school, over time, for disabled pupils, staff, parents/ carers and visitors.

Hunters Hall 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, 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:

- a. 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Teaching & Learning policy
- Equality Objectives
- Single Equality Policy
- Staff development policy

- Health, Safety & Wellbeing Policy
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- School Development Plan
- Asset Management Plan/ Suitability Survey
- School Prospectus and Vision Statement
- Staff Handbook

The Schools complaints procedure covers the Accessibility plan.

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with SEND
- 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with SEND	<p>Pupils identified with SEND are clearly identified on lesson planning</p> <p>Staff are assigned to specific pupil at key times of the day</p> <p>Resources purchased to assist pupils with their learning e.g. laptops/ Clicker 7/ Numicon</p> <p>The ARP has been relocated to ground floor level</p>	<p>Conduct audit of provision for SLCN</p> <p>Ensure that any new playground equipment is accessible for all to use</p>	<p>Head teacher</p> <p>Inclusion manager</p>	September 2020	<p>SLCN provision meeting the needs of all identified pupils</p> <p>All pupils have access to playground equipment</p>

<p>Improve and maintain access to the physical environment</p>	<p>All entrances to the school are ramped allowing access for all. The garden currently can be accessed by ramp from the staffroom although there are alternative entrances with a shallow step.</p> <p>There is a lift to access the teaching room and library on the first floor.</p>	<p>Conduct an access audit led by School Council & ARP</p>	<p>Head teacher</p> <p>School Council Lead</p>	<p>September 2021</p>	<p>Identify areas around the school that have limited access</p>
<p>Improve the delivery of written information to pupils</p>	<p>Some use of Clicker 7 in some classrooms.</p> <p>License for the use at home for all pupils.</p>	<p>Ensure that Communication in Print signage is displayed throughout the school to assist pupils with SLCN</p>	<p>ARP manager</p>		<p>Improvement in children's writing skills.</p> <p>Increasing pupil independence when writing</p>
<p>SEMH</p>	<p>Two Thrive Rooms have been established</p> <p>Staff trained in Mental Health First Aid</p> <p>Staff trained as Thrive Practitioners</p>	<p>All staff to be trained using Thrive Together</p>	<p>Inclusion/ Pastoral team.</p>	<p>September 2022</p>	<p>Thrive action plans completed and improvements made to pupils' SEMH</p>

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Most of the school is a single storey. The ARP is on the ground floor. The library and some intervention rooms are on the first floor. There is lift access for the library and Inclusion Team office.	Research access costs to current Staff room and Safeguarding office/ Counsellor/ Meeting Room as well as emergency evacuation methods such as dropdown ladders.	Head teacher/ GB	September 2024
Corridor access	All corridors are wide enough for wheelchair access and walking frames.	Move coat racks into the classrooms to make the corridor space more accessible.	Premises Manager	September 2021
Lifts	One lift to access the library and intervention rooms.	Lift maintained half termly.	Premises manager	Ongoing
Parking bays	One designated disabled bay near to school reception area.	Consider additional space requirements	Premises manager	September 2021
Entrances	Two main entrances for pupils. One entrance also allows vehicle access. Electronic gate in Alibon Road. Doors at each main entrance can be fully opened for wheel chair access. Carpark and pedestrian access separate	Improve signage and parking expectations by Rockwell Road entrance/exit	Premises manager and head teacher.	September 2021
Ramps	All entrances provide ramp access including direct classroom entrances. .	Any additional entrances created will have ramp access.	Head teacher and site manager.	Ongoing

Toilets	Two disabled toilets. One in the junior boys toilet and one near the dining area. Accessible for pupils, staff and visitors.	No plans at present for further disabled toilets.		
Reception area	Double doors at reception area. Low level hatch for any disabled child or adult to communicate with reception staff. Wide area for wheel chairs and buggies.	No actions planned		
Internal signage	Standard signs used throughout for doors, exits etc. Classrooms labelled with name of the teacher, additional adults and class name.	Photographs of any adults in classroom or offices. Use of communicate in print to support pupils.	Premises manager. ICT technician.	
Emergency escape routes	Escape/fire exits and routes displayed in the classroom.	Coloured maps representing specific areas of the school. Retraining of fire wardens. List displayed. Evacuation plans for individual pupils with physical needs.	SLT ICT technician	Updated changes are made to the premises
Windows/ doors	New windows and doors have been installed which enable better airflow.	Window/ door film to be sourced which is suitable to be placed on fire-doors so that blinds do not need to be used over fire doors and sunlight does not affect anybody with visual needs.	Premises manager	September 2021