

HURST GREEN PRIMARY SCHOOL



Accessibility Plan

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Lunchtime Supervisors		✓	
Site Manager	✓		
Cleaners		✓	
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

Responsibility of	Finance & Premises Committee
Review frequency	Every three years
Previous versions agreed	3 June 2019
This version agreed	13 June 2022
Next review date	Summer term 2025

Hurst Green Primary School Accessibility Plan 2019-2022

Background to the Accessibility Strategy 2019-2022

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

The 2010 Equality Act requires local authorities to prepare an accessibility strategy. This strategy sets out the proposals of Dudley to increase access to school education for disabled pupils, in the schools and educational settings for which it is responsible and this plan sets out the proposals of the Governing Body of Hurst Green Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical 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 Act also requires the accessibility plan to be in writing, resourced, implemented, reviewed every 3 years and revised as necessary. Attached is a set of actions plans showing how the school will address the priorities identified in the plan.

The purpose of the plan

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

Contextual Information

Hurst Green Primary School was built in 1969. It is a single storey building that was extended in 2005. The school includes a separate sports hall.

The school is a flat site.

There are 25 external doors providing access and egress from the buildings.

The following 22 doors provide a level access to or egress from the school

Doors 1,3,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25

The following Fire Exit Doors all have a stepped access / egress

Doors 2,4,5

All internal doors are sufficiently wide enough for wheel chair access.

The school has 1 disabled toilet adjacent to the school hall.

There is access from the school to the playgrounds and school field.

There are sufficient points of access for any parent or visitor to the school to access their area of choice, this includes lettings.

At present we have no wheel chair dependent pupils, parents or members of staff.

Current range of known disabilities with Hurst Green Primary School

The school has children with a range of disabilities including moderate and specific learning disabilities, autistic and a small number with a hearing impairment.

We have children who have asthma and suffer with anaphylaxis – all have care plans. Some children have allergies or food intolerances.

All medical information is collated and available to staff, in an orange folder held in each class with a master copy in the school office.

We have competent First Aiders who hold current first aid certificates.

All medication is kept in a central safe and secure place which has easy access to staff. Consent forms are filled in by parents outlining the illness and amount and time of medication.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Thorough self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access CPD for dyslexia,	On-going and as required	SENCO	Raised staff confidence in strategies for dyslexia and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individual needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required	As required EHCP Induction and on-going if required	SENCO	ECHP in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate		Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process as required	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/Governors/Site Manager/school surveyor	Re-designed buildings are accessible by all

Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept with new classes	SENCO	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On going and as required Software may be required As required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	On going	LA hearing for the deaf teacher	All children have access to the equipment
All fire escape routes are suitable for all	All areas of school can have wheelchair access	On going and as required and as appropriate	Headteacher	All disabled staff, pupils and visitors able to have safe independent egress
	Egress routes visual check		Site manager	

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	School office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On going	School office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired	Current	Office/website design team	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be accessible as possible	Develop child friendly EHCP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

Targets	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On going	Headteacher	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure prospectus is available via the school website	On going	School office	All can access information about the school