



# HARTWELL PRIMARY SCHOOL

## Accessibility Policy and Plan

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

For approval in September 2016

Review date: May 2019

## 1 Introduction

This policy and plan is intended to comply with current legislation and the requirements of Schedule 10 of the Equality Act 2010. Through the Safety and Well-being and the Teaching and Learning Leadership Teams, governors are accountable for ensuring the plan is implemented and its progress is reviewed periodically.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to instil a culture of awareness, tolerance and inclusion.

## 2 Scope of the policy

Three aspects to accessibility are covered in this policy

- physical accessibility of the building
- accessibility of the curriculum
- accessibility of information about the school

Hartwell Primary School Accessibility Plan: Physical access

Aim	Strategy	Timescale	Responsibility	Success criteria
To be aware of the access needs of pupils.	Create access plans for individual pupils as part of the Individual Education/Healthcare Plan (IEP) process.	As required.	Inclusion leader (IL)	IEPs/Healthcare plans are in place for all pupils who need them and accessibility issues feature in those plans.
To be aware of the access needs of staff governors, parents and visitors.	<p>Monitor staff, governors, parents and visitors use of areas of school.</p> <p>Periodically invite parents to inform school of any problems they have with access to areas of school.</p>	<p>As use occurs.</p> <p>Annually</p>	Headteacher (HT)/Site supervisor (SS)	<p>Staff, governors, parents and visitors are seen to be able to access any and all areas of school as required.</p> <p>Parents report no problems with access to any and all areas of school.</p>
To be aware of the needs of those users of the school premises whose sight is impaired.	Check condition of yellow paint on step edges, suitability of external lighting and use of black/yellow tape hazard warning tape.	As use occurs.	Site supervisor.	All users are able to navigate themselves safely around the premises.
Ensure emergency evacuation procedures are in place for all.	Check and confirm evacuation routes and ensure that staff responsible for evacuation are familiar with those routes.	<p>Annual training for all staff.</p> <p>Termly fire drills.</p>	HT/SS	All are able to be evacuated safely in an emergency.

Hartwell Primary School Accessibility Plan: Access to the curriculum

Aim	Strategy	Timescale	Responsibility	Success criteria
To be aware of the access needs of pupils with specific disabilities.	Ensure teaching and teaching support staff as required are trained and understand how to work with pupils with disabilities.	As required.	IL	All pupils have equal access to the whole curriculum.
To be aware of the needs of those users whose hearing is impaired.	Provide hearing loops in classrooms as required.	As and when such needs arise.	IL	All have clear and equal access to the whole curriculum.
Ensure that school visits are accessible to all pupils.	Inspect and confirm that arrangements at the venue and any transport required is suitable for all users.	As and when visits are planned.	Class teacher Educational visits coordinator	All have equal access to the whole curriculum including school visits.
Ensure that Physical Exercise (PE) is accessible to all pupils.	Check and confirm that PE content is suitable for all pupils and modify as required.	As and when such activity is planned.	IL	All have equal access to the whole curriculum including PE.
Ensure that lunchtime and pre- and after-school activities are accessible to all pupils.	Check and confirm with lunchtime supervisors and pre- and after-school providers that activities are accessible for all pupils.	As required.	IL	All pupils have equal access to lunchtime and pre- and after-school activities.

Hartwell Primary School Accessibility Plan: Access to information

Aim	Strategy	Timescale	Responsibility	Success criteria
Governors, parents and visitors are able read and understand signage around school.	Signage is provided in languages other than English and in braille as required.	As and when need arises.	IL	All members of the school community are able to read and understand signs and feel welcome in school.
Governors, parents, visitors, potential parents and the general public are able to read and understand the school prospectus.	The copy of the school prospectus can be made available in languages other than English and in braille as required.	As and when the need arises.	IL	All members of the school community and prospective members of the school community are able to read and understand information provided about the school in the prospectus.