



Hartford Primary School

Accessibility Plan

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Hartford Primary School

Signature of Headteacher:

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Hartford Primary School

Accessibility Plan

INTRODUCTION

This plan is drawn up in accordance with the Equality Act 2010. It draws on the guidance set out in Chapter 4 of the Act to increase access to schools for people with disabilities.

Hartford Primary School building has been adapted to meet the needs of disabled pupils and adults:

- All school documents can be available in a range of formats.
- Disabled toilets are available throughout the building
- Steps are kept to a minimum, but are used to support pupil/student independence.
- All changes to the building to promote pupil independence and access are documented within the School Improvement Plan.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

KEY OBJECTIVE

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

PRINCIPLES

1. Compliance with the Equality Act 2010 is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy
 2. The school recognises its duty under the Equality Act
 - not to discriminate
 - not to treat less favourably
 - to publish an Accessibility Plan
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3. The school recognises and values parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents/carers and child's rights.
4. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupils diverse learning needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

ACTIVITY

Hartford Primary School has identified points for action which are shown on the attached table:

TARGETS	STRATEGIES	RESPONSIBILITIES	TIME FRAME	SUCCESS CRITERIA
Finalise the implementation of the updated Administration of Medicines Policy	Policy to be sent to staff, parents and to the GB for final approval	SBM/HT/GB	Completed July 2016	Pupils fully access all areas of curriculum including visits. Pupils remain in good health and pupils who come under the Disability and Equality Acts have full access to the school curriculum and that their attendance is not affected
To liaise with feeder nurseries to review potential intake annually	To identify pupils who may need additional support from provision for September 2016	EY LEAD	Completed June 2016	Procedures/equipment/ideas set in place September 2016
To ensure full access to the curriculum for all children	<p>Employment of specialist advisory teachers; CPD for all staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy as and when necessary 	Senco/HT	Ongoing	Advice taken and strategies evident in the classroom

To finely review attainment of all pupils with SEN status	Senco/Class teacher meetings/Pupil Progress meetings Scrutiny of Pupil Tracker Regular liaison with parents	Class Teachers/Senco	Termly	Progress made in line with expectations
To monitor attainment of More Able pupils	More Able pupils progress tracked through Pupil Tracker Progress meetings between HT/Teacher responsible for More Able pupils Meetings with governor responsible for More Able pupils	HT/Senco/Teacher responsible for More Able/Governor responsible for More Able	Termly	Progress of more able pupils in line of high expectations.
Improve physical environment of school	The school will take account the needs of pupils , staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access.	ASLT	Ongoing	Ensuring all pupils needs are met

Continual assessment of the ramps and access to the building	Regular checks of school building and learning environment to ensure physical access to building is maintained to a high standard enabling full access to the building for all stakeholders	Ongoing	Site team/SBM/Headteacher	Physical accessibility to all areas of school for all pupils and staff
To deliver findings to the GB	Minuted in FGB meetings	Ongoing	HT/Clerk to govts	Governors fully aware of how school meets the needs of all pupils
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces Adopt a pro-active approach to identifying the access requirements of disabled parents	Whole school	With immediate effect and to be continually monitored in our long term plans	To ensure that disabled parents are not discriminated against and are encouraged to be fully involved in their child's education