



# Hartford Primary School Accessibility Policy

Updated: March 2022

To be reviewed: November 2025

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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. It is written by the Inclusion Leads and agreed by the Health and Safety Lead and the Senior Leadership Team. It will be reviewed every 3 years and approved by the Senior Leadership Team and the Health and Safety Governor.

This policy was reviewed in Autumn 2020. Next review Autumn 2023.

At Hartford Primary School we are committed to providing a fully 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 about disability and accessibility and to develop a culture of awareness, tolerance, and inclusion.

#### Definition of Disability

The Equalities Act 2010 states that a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions, and hidden impairments such as dyslexia, autism and speech, language and communication impairments.

#### Key Objectives

To provide a fully accessible environment which values and includes all pupils, staff, parents, and visitors catering for their spiritual, cultural, emotional, social and physical or sensory differences.

To welcome and encourage adults and children whatever their background.

To challenge negative attitudes and further develop an ethos of belonging and inclusion which is fostered and promoted so that all people are valued and treated with equality.

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/D policy.

The school recognises its duty under the Equality Act:

- not to discriminate
- not to treat less favourably
- to publish an Accessibility Plan

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.

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.

Hartford Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA).

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Equality Information and Objectives Policy
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy and Statement of Behaviour Principles

2. All curriculum policies included a section relating to access

3. The school website includes a copy of the Accessibility Plan.

4. The Plan will be monitored, to assess its impact on the school community, through the Curriculum and Policy committee annually.

5. The school will work in partnership with the local education authority Cheshire West and Chester.

6. The Plan will be monitored by Ofsted as part of their inspection cycle

Action	Success Criteria	Person(s) Involved	Timescale	Monitoring
<p>To ensure the curriculum is broad and balanced and is designed to allow equal access.</p>	<p>All teachers provide differentiated planning to meet the needs of all pupils in the classroom</p> <p>Quality First Teaching (QFT) Documents strategies in place to support children</p> <p>All pupils to make good progress.</p> <p>All Teachers responsible for the progress of the children in their class / intervention group. Class teachers analyse their class data.</p> <p>Pupils with English as a second language receive differentiated support as appropriate. e.g. Extra letters and sounds, computer software, pre-tutoring.</p> <p>All curriculum leaders have an inclusion statement in their policies to identify how their curriculum area meets the needs of all pupils.</p> <p>Meet with ASLT to ensure progress of all pupils is being made. Separate meetings for SEND and PP children.</p> <p>Deployment of adults to support identified pupils, medication, resources are provided as required. Activities modified to suit sensory, medical or emotional needs.</p>	<p>Curriculum Leaders</p> <p>ASLT</p> <p>Class Teachers</p> <p>Teaching Assistants</p>	<p>Termly pupil progress reviews</p> <p>Teaching observations</p> <p>Pupil Voice</p> <p>Book Scrutinies</p>	<p>Headteacher</p> <p>ASLT</p> <p>Curriculum Leaders</p>

<p>To ensure the broad and balanced curriculum meets the needs of pupils with identified special educational needs and/or disabilities.</p>	<p>Termly SMART individual targets on SEND Profiles</p> <p>Access to outside agencies for identified pupils requiring support beyond the classroom differentiation</p> <p>QFT documents</p> <p>Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and use of hearing aid to support pupils with hearing impairment, Dyslexia resources purchased for use at home and school.</p> <p>Inclusion Leads to monitor resources are in place to support needs of identified pupils at Termly Pupil Progress Meetings</p>	<p>All Teachers</p> <p>Teaching Assistants</p> <p>ASLT</p>	<p>Termly pupil progress reviews</p>	<p>Inclusion leads to monitor SEND profiles and effectiveness of provision for each child</p> <p>ASLT to monitor pupil progress termly and annually Governor responsible for SEND</p>
<p>To ensure communication is in place to meet the needs of the community.</p>	<p>Children with additional needs are provided for with appropriate resources.</p> <p>Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy in the entrance and outside notice boards</p>	<p>All staff</p> <p>Inclusion Lead</p> <p>Headteacher</p> <p>EYSF Lead</p>	<p>Termly</p>	<p>Headteacher</p> <p>ASLT</p>

<p>To ensure the building and outdoor area continues to be accessible to all members of the school community.</p>	<p>Take in to 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.</p> <p>Continual assessment of the access to the building</p> <p>Wheelchair access to the school is provided through the main entrance; the playground entrances and the Reception, Year 1 and two Key Stage 2 classrooms.</p> <p>2 Wheelchair accessible toilets</p> <p>Handrails to support children when opening doors to toilets, pegs with bright coloured ends to support VI. (1:1 teaching assistants )</p> <p>Areas to support children with interventions. (ELSA support assistant room also)</p> <p>Utilise disabled parking spaces</p> <p>A pro-active approach to identifying the access requirements of the whole school community</p>	<p>Site Maintenance Officer</p> <p>Governors Premises Committee</p> <p>Class teachers / Teaching assistants</p> <p>ASLT</p> <p>Inclusion Leads</p>	<p>Daily basis as required</p>	<p>Governors</p> <p>Premises Committee</p> <p>Site Maintenance Officer</p> <p>ASLT – Inclusion Leads</p> <p>Head teacher</p>
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