

Hadlow Primary School



Accessibility Plan

Compiled by: Nicole Chapman- Headteacher	Date: October 2024
	Review: October 2027 (or as and when needed)

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provide
- Improve the availability of accessible information to disabled pupils

At Hadlow Primary School we aim to treat all our pupils fairly and with kindness and respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Hadlow Primary School children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of this accessibility plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Hadlow Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given time frame where practicable. It is a requirement that this plan is resourced, implemented, reviewed and revised as necessary.

This accessibility plan is linked to the following policies and documents:

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

Positive Relationships Policy

Teaching and Learning Policy

Curriculum Policies

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan will be monitored by the Governing Board and reviewed every three years or sooner if circumstances change and reported on annually.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school:

- Is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- Supports any available partnerships to develop and implement the plan.
- Has a complaints procedure that covers the accessibility plan and sets out the process for raising these concerns.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Attached is an action plan showing how the school will address the priorities identified in the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Board
- Headteacher
- SENCO
- Site Manager/Caretaker

Hadlow Primary School Accessibility Plan

Policy and Training			
Targets	Strategies	Outcome	Time scale
To ensure that the accessibility Plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings	Adherence to legislation	Annually
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues	On-going- proactive and reactive to need
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going
To enhance staff and other stakeholder knowledge of neurodiversity and trauma informed responses	Ongoing internal and external specialist training and support Access to parent training and support Ongoing improvements to classroom environments	Whole school community aware of barriers and useful strategies All children can access the classroom successfully	Ongoing
To ensure child recovering from serious medical condition and/or with autoimmune conditions have minimal risk of contracting infections	Parents to be reminded of need to inform school about infections that might cause problems Office and teaching teams have a reportable items list and immediate contact parent/carers list when infectious diseases are reported	Child continues to make good recovery	When necessary

	Class swaps/ separate provision provided if and when needed		
Curriculum and Enrichment			
Targets	Strategies	Outcome	Time scale
Make a link with another school in a different context to provide opportunities to learn about a different culture	Implement Linking Schools Programme- EDIT	Pupils deepen their understanding of cultural awareness and diversity Classes have effective social contact beyond the school setting	Beginning in October 2024
Reduce the gender gap and deprivation gap in sports through after school club provision	Advertise clubs through assemblies and taster sessions Run parent and child club tasters-focus on disadvantaged families Target unrepresented groups and offer them spaces in clubs	Increased balance of gender in extra-curricular activities More children from disadvantaged families attending clubs and co-curricular provision	Ongoing
Increase community cohesion and demographic awareness	Review assembly provision to ensure that it is diverse, with a range of foci e.g. multiculturalism, neurodiversity, etc.	Children's responses show a greater awareness of other cultures and needs. Children show respect and tolerance for all.	Ongoing- termly
Physical Accessibility			
Targets	Strategies	Outcome	Time scale
To ensure that, where possible, the school buildings and grounds are physically accessible for all stakeholders	Audit of accessibility of school buildings and grounds by Governors	Modifications will be made to the school building to improve access- an improving inclusive setting	On-going

	<p>Support/recommendations from specialist teaching services and health professionals</p> <p>Suggest actions and implement as budget allows</p>		
<p>Maintain safety for visually impaired people</p>	<p>Support/recommendations from specialist teaching services and health professionals</p> <p>Use handrails for safe mobility</p> <p>Maintain yellow paint to signal changes in floor level and potential hazards</p>	<p>All stakeholders with visual impairments will feel safe when on the school site</p>	<p>On-going</p>
<p>Improve access at all exit/entrance doors</p>	<p>Installing zero thresholds access as part of ongoing project</p>	<p>The site will be safer and more accessible for people with disabilities</p>	<p>Begin April 2025</p>