

Harnham Infant School

Accessibility Plan



Reviewed by Full Governing Body: 8th December 2021

Signed on behalf of Governors:

Signed on behalf of Staff: 

Review date: November 2024

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit	Error! Bookmark not defined.

1. Aims

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 children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

At Harnham Infant School, we are committed to providing a fully accessible environment which values and includes all children, parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion by taking positive action in the spirit of the Equality Act 2010.

The school vision for all children is: *Harnham Infant School is a happy and caring place where we value and support the uniqueness of every child, take account of diversity and promote equality and inclusion, to enable all to succeed.*

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including children, parents, staff and governors of Harnham Infant School.

2. Legislation and guidance

This document meets the requirements of [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 defines an individual as disabled 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 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.

3. Action plan 2021-2024

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for children with a disability	<ul style="list-style-type: none"> To respond to the needs of the children and provide training for teachers and support staff on different aspects of SEND. 	Review the needs of all children with specific needs and provide relevant training.	LP	February 2022	All staff trained and confident with issues linked to accessibility and inclusively with regards to accessing the curriculum. We recognise this is an on-going process and that needs and expertise will change with them.
	<ul style="list-style-type: none"> All extra-curricular activities, including clubs and trips / visits are planned to ensure they are accessible to all children. 	Review all out of school provision to ensure compliance with legislation.	LP / AH	Review termly and annually	All children are able to participate in all extra-curricular activities.
	<ul style="list-style-type: none"> Classrooms are optimally organised and accessible for children and appropriate equipment is provided to promote the participation and independence of all children. 	For children who need it, additional equipment provided such as specialist seating, ear defenders, coloured overlays, pencil grips, sensory aids etc. In addition, each class to have a 'kit' of additional resources that may support children when needed.	LP	November 2021 and ongoing	Needs of all learners met to enable them to access the curriculum. We recognise this is an ongoing process and that needs can change over time.
	<ul style="list-style-type: none"> Ensure the school develops children's and parent's awareness of disability and equality issues, including training for staff where appropriate. 	Training booked for teaching staff on 'No Outsiders'. School work to having a No Outsiders culture. Ensure resources used for	ND / LP / NA	July 2022 and ongoing	Community will benefit by having a more inclusive school and social environment.

		children reflect an inclusive culture.			
	<ul style="list-style-type: none"> Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required. 	SENDCo and Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements	LP ND	Feb-March 2022 and ongoing	All children will have their individual needs met and school will attempt to remove any barriers to children achieving their full potential.
Improve the delivery of information to children / parents with a disability	<ul style="list-style-type: none"> Availability of written information e.g. school newsletters or hand outs in alternative formats to aid understanding, e.g larger print, simplified or video messages. 	Promote the availability of publications in different formats for those that require it.	LP	July 2022	School able to deliver information to all children and parents.
	<ul style="list-style-type: none"> Review documentation with a view of ensuring accessibility for pupils with visual impairment. 	Contact services and parents to get advice on different formats.	ND	July 2022	Delivery of school information to pupils and parents with visual difficulties improved.
	<ul style="list-style-type: none"> Collect data from parents about children's needs, seeking regular updates as necessary so that appropriate provision can be made. Encourage open communication with parents regarding their own abilities to access information so that they can always be kept informed about school issues in timely, sensitive and appropriate ways. 	Regular parents evenings, SEN reviews, telephone calls and emails. Seeking updated information at regular intervals. Gathering new pupil data upon entry to school.	ND / LP / admin team	January 2022 and ongoing	Parents will all feel informed regarding their children's progress and events happening at school, with an increased confidence in being involved and contributing to their child's journey.
Improve and maintain access	<ul style="list-style-type: none"> Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all. 	Audit of school buildings and grounds, focussing on access. Health and safety committee to check accessibility.	LP H&S committee	February 2022	School building and grounds accessible to all.

to the physical environment	<ul style="list-style-type: none"> Ensure that all learning environments are well resourced, well organised and accessible to all children. 	Audit of classroom environments as part of learning walks and SEND monitoring.	LP	February 2022 and ongoing	Children will show ownership of their learning and environment and know where to access resources that they need to support learning.
	<ul style="list-style-type: none"> Improve the quality of provision for children with sensory needs. 	Provide a tranquil area where children who suffer from over stimulation can go when needed. Liaison with relevant services for advice regarding provision e.g. Occupational Therapy.	LP	July 2022	The school meets the needs of children with sensory needs.
	<ul style="list-style-type: none"> Ensure that any reorganisation of learning areas or any programme of redecoration work is sympathetic to visually impaired members of the school community, or those with sensory needs. 	Seek advice on appropriate colour schemes, organisation of furniture etc so that it takes needs into account.	ND	July 2022 and ongoing	The school meets the needs of adults and children who are visually impaired and also avoids over-stimulation for children with sensory needs.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be updated more frequently if required. It will be approved by the full governing body on 8th December 2021.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Special Educational Needs and Disabilities policy
- Supporting pupils with medical conditions policy