



## Headlands Primary School Accessibility Plan

### **Introduction**

This accessibility plan is drawn up in accordance with the Public Sector Equality Duty (PSED) as outlined in the Equality Act 2010 and supported within the statutory guidance featured in SEND Code of Practice (January 2015)

This statutory duty and guidance requires all education and training settings to plan to increase over time, the accessibility of their setting for disabled children and young people and their parents / carers and to implement their plan.

### **Definition of Disability**

#### **Disability is defined as follows 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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having a special educational need/s (SEN). Some children defined as having SEN, who for instance may have a social, emotional and /or mental health need, may not be defined as being disabled. The Accessibility Plan is aimed at identifying and addressing the needs of children and young people who primarily have a disability but who may also have a special educational need/s.

### **Duties under the Equality Act 2010:**

Each setting recognises its duty under the Equality Act 2010:

- Not to discriminate against pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils unfavourably as a result of their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- Education and training settings are committed to an inclusive curriculum and to increasing the access to their facilities for all by:-

1. **Increasingly the extent to which disabled pupils can participate in that setting's curriculum.** 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.
2. **Improving access to the physical environment of the setting.** This covers improvements to the physical environment of the setting and the physical aids and services required in order to access education and training.

It should also be noted that settings should work to improve access to written information for disabled pupils. This will include planning to ensure that all written information (either in print or electronically) which is normally made available to that setting for all of its students, is also available to disabled students in a variety of alternative communication formats, upon request.

School undertakes active engagement with pupils and parents, teachers and teaching support staff and other disabled people who use the setting's facilities by undertaking at entry a Disability/ Equality Questionnaire which is subsequently used to review and where appropriate address current provision.

### **Audit of existing policies, procedures and practices / provision:**

Alongside being able to evidence active and meaningful engagement with all communities across our setting on the barriers and solutions to improving access, we also regularly review Curriculum and Physical Access:

### **Curriculum:**

- Inclusive venues are used for residential visits.

- A range of intervention programmes are available to support children with learning difficulties and disabilities.
- All pupils are encouraged to take part in a range of physical activities.
- All school visits and clubs are available to all pupils.
- Staff are trained in the administration of medicines.
- There is a full and varied programme to support phase transition.

### **Physical Environment:**

- All areas of the school are fully accessible to wheelchair users, although classroom furniture would need to be rearranged to increase accessibility further in specific classrooms (where needed).
- An automatic external door has been fitted at the main entrance, including a ramp, handrail and appropriately positioned keypad entry system.
- There is an accessible toilet with hygiene facilities with hoist, shower and changing bench for pupils with continence difficulties.
- Accessible parking spaces are allocated/marked and kept available for use when needed.
- Colour contrasting décor is part of the on-going maintenance programme, along with the marking of steps, kerb edges, benches, glass panels in doors etc.
- There is now external access for wheelchairs from the road to the main entrance, following the installation of two dropped kerbs.
- The emergency evacuation system has both visual and auditory components.
- All rooms have appropriate door signage.

### **Potential area for improved accessibility:**

- Review access and suitability of cloakrooms.

In addition, the ability to provide accessible written information on request, is essential.

- The school uses Language Line if needed for translation. Further advice is sought from the Ethnic Minority Service when needed.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties to disabilities, drawing on advice from the Support Services.

### **Policies:**

Compliance with the Equality Act 2010 and conjunction with the Children & Families Act 2014 should be consistent with that setting's Equality and Diversity policy along with the operation of that setting's SEND/Inclusion Policy. The construction of the initial and review of the existing Accessibility Plan for that setting will continue to the review and revision of related setting policies.

### **Reviewing, monitoring and evaluating the setting's Accessibility Plan**

1. Adequate resources will be allocated to enable implantation of the plan.
2. The plan will be informed by feedback from pupils, parents, staff and people with disabilities.
3. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Resource Committee.
4. This plan will be published on the schools website and a hard copy available upon request.

The plan may also be subject to monitoring by OFSTED / CQC during inspections e.g. Local Area Assessment inspections covering "schools' or nurseries' published special educational needs information reports" \*and / or individual setting inspections. (\*The handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who are special educational needs and/or disabilities' – CQC / OFSTED (April 2016) – see page 4, Section 5.9)

## Headlands Primary School Accessibility Plan 2021 – 2024

	<b>Equality Objective</b>	<b>Agreed action</b>	<b>Desired outcome</b>	<b>Monitoring / Evidence collection / Evaluation of impact</b>
	What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there with this identified outcome?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?
1	Where appropriate eliminate trip areas and highlight with paint any remaining with yellow edging.	School to undertake a review of school grounds and entrances	Paint drain cover in non-slip paint. KS1 playground cleared of all trip hazards. Edges highlighted with yellow paint.	Monitored termly through Health and Safety Condition Survey by Governing Body. Reduced trips and bumps recorded.
2	Disabled parking re-defined with clear signage.	Re-paint designated area.	Disabled parking clearly defined.	Positive feedback from disabled visitors/ parents as parking space readily available.
3	Maximise space in EYFS cloakroom to ensure ease of access	Re-design cloakroom.	Improved space for buggy and walker.	SENCO to review with EYFS the impact of design.

**Member(s) of staff responsible: Mrs Ruth Ellis, Mrs Felicity Allington**

**Governor(s) responsible: Resources Committee**

**Date : 24/01/2022**