



# Hotham Primary School

## Accessibility Plan

### Autumn 2023

<b>Ownership and Consultation</b>	
<b>Document author (name and role)</b>	Richard Byrne-Smith, Headteacher
<b>Consultation (role)</b>	Chair of Governors; Children, Families and Community Committee
<b>Approval</b>	Children, Families and Community Committee

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<b>Related documentation/resources</b>	School Development Plan; Staff training and development plan; Building and site development plan; SEND Policy; Equal Opportunities policy; Curriculum policies; Governor training plan
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## Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the Special Educational Needs and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils” issued by DfES in July 2002 and is in accordance with the Equality Act of 2010 (and further ‘regulations’ 2012) which incorporates the DDA and SENDA, and has established 9 strands known as protected characteristics, one of which is Disability.

## Definition of Disability

The definition of a person with a disability established by the Disability Discrimination Act (1995 onwards) has been carried over into the Equality Act:

*“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.”*

## Our Key Objective

To reduce and eliminate barriers that exist which prevent full and equal access to the curriculum and learning experience at Hotham School and to ensure full participation in Hotham School community life for pupils, prospective pupils, parents, carers and staff members, with a disability.

## Principles

The principles of this plan are that:

- Compliance with the DDA is consistent with the school’s aims and Equality policy, and the operation of the school’s SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - not to treat disabled pupils, staff and school community members less favourably;
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the New Equality Act 2012;
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- 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; and endorses the key principles in the National Curriculum, 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 individuals and groups of pupils.

## Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

### Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Refer to the Equality Policy for details as to how the school plans to provide access to the curriculum, with focus on staff training and induction to improve awareness.

**Physical Environment**

The school will take account of 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, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**Provision of information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

The administration department will be aware of the need and provide appropriate documents according to the need.

**Financial planning and control**

The Headteacher with Senior Leadership Team, together with the Planning and Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

## Appendix 1 – Accessibility Three-Year Action Plan 2023-2026

Target	Actions	Person responsible	By when
To ensure that any pupils with a disability have support which allows them to access school fully and with high attendance	<ul style="list-style-type: none"> <li>● Comprehensive medical and disability information collected on admission and shared with relevant staff</li> <li>● Pupils added to the SEND register where applicable</li> <li>● Individual provision maps</li> <li>● Liaison with specialist professionals where applicable</li> <li>● Attendance support meetings with school nurse and/or relevant professionals</li> <li>● Parent meetings throughout the year</li> </ul>	SENCO ELT	Ongoing
Ensure that disabled pupils can participate in extracurricular activities, school trips and visits	<ul style="list-style-type: none"> <li>● Before trip is approved, ensure that access and transport is available for all pupils</li> <li>● Risk assess trips taking individual needs into account</li> <li>● Liaise with club leads and outside providers to ensure they include all pupils regardless of need</li> </ul>	EVC	Ongoing
To ensure that any development works are planned with full accessible to stakeholders with physical disabilities	<ul style="list-style-type: none"> <li>● Integration of inclusion throughout the planning process</li> <li>● Installation of ramps where applicable</li> <li>● Consideration given to visual impairments and other disabilities</li> </ul>	HT  P&R Committee	Before finalisation of plans
To ensure the site is suitable for any stakeholders with a visual and/or hearing impairment	<ul style="list-style-type: none"> <li>● Audit of site to ensure it is accessible for those with a visual impairment (stairs, corridors, buttons, doors etc)</li> <li>● Ensure all communications, written and verbal, are made accessible to those with visual and/or hearing impairment</li> <li>● Liaise with professionals as appropriate</li> </ul>	SENCO/ SBM/ HT as appropriate	Ongoing
Ensure all staff members with a disability are known by the leadership teams and are suitably provided for	<ul style="list-style-type: none"> <li>● Invite any staff who consider that they have a disability to submit self classification form</li> <li>● Ensure that disabled employees are offered the opportunity at least annually to meet with a manager/personnel officer to discuss needs for adjustments and their development</li> <li>● Make every effort to ensure that staff stay in employment if they become disabled</li> </ul>	HT	Ongoing
To ensure that all disabled stakeholders have fully comprehensive personal evacuation plans (PEEPs), where applicable	<ul style="list-style-type: none"> <li>● Identify the need for a PEEP as part of the induction process, either as pupil or staff member</li> <li>● Allocated staff member to write PEEP in line with needs</li> <li>● Ensure this is shared with relevant staff and updated as required.</li> </ul>	SENCO	Ongoing
To ensure that the needs of school community members are met to encourage them to participate in school bodies for example: parent volunteers, Governance, PTA etc.	<ul style="list-style-type: none"> <li>● Ensure recruitment of Governors, PTA Committee members and parent volunteers is open to all</li> <li>● Ensure access to school premises for disabled members of the community is maintained</li> </ul>	HT FGB PTA	Ongoing