

Hunstanton Primary School



Accessibility Policy and Plan

Approved by:	Governing body
Approval date:	May 2024
Review cycle:	Every 3 years
Review date:	May 2027
Person responsible:	Headteacher

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

At Hunstanton Primary School our aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school vision to ensure our children feel successful, enjoy learning and aspire to be the best they can, regardless of their starting point. To achieve this, we focus on our school values: respect, equality, safety, kindness, honesty and aspiration.

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. A reasonable adjustment checklist is available for all staff to refer to, to ensure all the needs pupils with a disability are met.

The school supports any available partnerships such as the SEND and Inclusion Team from the Local Authority 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: Headteacher, Deputy-Head Teacher and SENDCo.

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 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.

Hunstanton Primary School is required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for ALL pupils	• Our school offers a differentiated curriculum according to the needs of the children. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils. • Targets are set effectively and are appropriate for all pupils, including those with additional needs. • The curriculum is reviewed annually to make sure it meets the needs of all pupils.	Class teachers plan using the 'Reasonable Adjustments in the Classroom Checklist.' Subject leaders monitor provision for all on Learning Walks/Lesson Observations/Pupil Voice. SENDCO ensures accessibility for pupils with additional needs during Monitoring sessions.	Class teachers Subject leaders SENDCo	Termly monitoring	All children are accessing the curriculum and making progress.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lifts • Corridor width appropriate for wheelchairs and adaptive prams • Disabled parking bays • Disabled toilet and changing facilities • Sufficient nappy changing facility allowing children to walk up to table • Library shelves at wheelchair-accessible height • All security doors automatically release and open in the event of a Fire Alarm being activated	T&P Fire Ltd monthly check of fire alarms, emergency lighting servicing. Site Manager to maintain the upkeep of the adapted environment. All staff advised to report any faults in a timely fashion to the school office	Site Manager Office Staff	Ongoing	The school is safe and accessible to all.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to ALL pupils and parents	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Information is verbally shared with parents and if required translated • EAL Language Line • Google Translate is used to communicate with children in class • Pictorial or symbolic representations (Widget) • Information shared on School Website/Tapestry/ Facebook/Text • Pastoral Support • Parental Surveys are available in a range of languages • All written communication from School is pitched at an appropriate level to be accessible to all. Jargon is kept to a minimum. • We operate an open-door policy in order for Parents to discuss face to face any queries they have on communication which has been sent out.	Communication proof- read by a second person. Key documents to made available in different languages when required. EAL Network- regular attendance by EAL Co-Ordinator Young Interpreters to support children who start HPS with EAL	Head Teacher Office Staff EAL Co-ordinator	Ongoing Termly Summer 2024	All pupils and parents receive information in a form that they can access.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Provide the delivery of the curriculum to all pupils ensuring the use of ICT is appropriate for all abilities	Our school uses a range of ICT facilities to support children further with their studies: • I pads for each child where size and colour of font can be adapted to meet the need of each individual • Children are able to record their work using photos/ verbally recording it using talking tins/pictorial images. • Access through Technology have provided designated pupil with laptops, I pads and Induction loops • Lessons presented on a large TV screen at the front of the classroom, enabling size/font style to be adapted along with the screen colour	Teachers plan to use ICT effectively. Use of Immersive Reader Use of Audio books	Subject leaders and SENDCo ensure ICT is being used effectively to support pupil within each area of the curriculum	Ongoing Summer 2024 Autumn 2024	Children are confident using ICT to facilitate their learning

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure all pupils are aware of and have positive attitudes towards a range of different needs	Our school offers a rich and diverse curriculum which encourages discussions around a range of disabilities. Assemblies-planned PSHE/RE English- pupils introduced to a diverse range of texts. Whole Class reading books Fund Raising events	Use of Lyfta to experience diversity and gain a richer/aspirational global understanding Improve connections with local Nursing Homes	Subject leaders to ensure Lyfta is being used to enrich lessons in KS2 Deputy Head	Autumn 2024	Pupils' diversity is celebrated. Incidents of discrimination are reduced/eliminated

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDCo.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour policy

Classroom checklist: provision for pupils with SEND

- Classrooms should cater for the needs of **all** pupils
- Use the questions in this checklist as a general guideline to evaluate whether your classrooms are suitable learning environments for pupils with special educational needs and/or disabilities (SEND)
- Make sure you have the specific needs of the pupils who use the classrooms in mind while completing the checklist

SEND PROVISION	✓	X	N/A	COMMENTS
Is the classroom layout arranged to enable all pupils to access all activities?	☐	☐	☐	
Is all furniture appropriate for all pupils' ages and needs?	☐	☐	☐	
Can all pupils see and hear the teacher?	☐	☐	☐	
Are all pupils able to work without being disturbed by background noise or obtrusive light?	☐	☐	☐	
Is there a quiet space or workstation in the classroom that is free from distraction?	☐	☐	☐	
Is there an area in the classroom for pupils to work through difficult emotions? It might: • Be a quiet area • Display visual aids to support self-regulation • Have physical aids, such as timers or stress balls	☐	☐	☐	
Are visual, auditory and tangible aids available in the classroom?	☐	☐	☐	
Are visual timetables available for all pupils, in a format they can access?	☐	☐	☐	
Are all resources, and any equipment, easily accessible for all pupils who are expected to use them independently?	☐	☐	☐	
Are ICT devices and accessibility tools (e.g. styluses) available and suitable for all pupils' needs?	☐	☐	☐	
Are learning materials in a range of accessible	☐	☐	☐	

formats, such as in: • Audio versions • Symbols • Digital files that can be magnified				
Is the room uncluttered and well organised?	☐	☐	☐	
Is there room for all pupils to move freely?	☐	☐	☐	
Can all pupils see the whiteboard?	☐	☐	☐	
Are all pupils able to learn in the environment? Is specific support available for: • Pupils with medical needs? • Pupils with social and emotional difficulties? • Pupils with physical needs?	☐	☐	☐	
Is there specific support available for any pupils with autism spectrum disorder (ASD)? For example: • Is it calm and peaceful, with limited distractions (e.g. no noisy electronic equipment)? • Are displays helpful, without being distracting and overwhelming? • Are there quiet and clear workstations that pupils can withdraw to?	☐	☐	☐	
Is there specific support for pupils with ADHD? For example: • Do you support hyperactive pupils by offering them regular movement breaks, fidget toys or a wobble cushion? • Do you provide resources to help the pupil develop organisation skills, such as colour-coded folders or baskets to store work? • Do you provide timers to help pupils who struggle to keep track of time, on tasks?	☐	☐	☐	
Are there specific materials available to support pupils with dyslexia, such as: • Coloured markers, pens and highlighters • Coloured paper and acetate filters • Magnetic board and letters • Triangular pencils and grips • Lists of high-frequency words • Line trackers	☐	☐	☐	
Is there specific support available for any	☐	☐	☐	

pupils with physical needs? For example: • Are the desks and tables suitable for wheelchair users? • Are pupils with limited mobility able to access all the materials they need, and participate in classroom activities?				
Is there specific support available for pupils with profound and multiple learning difficulties (PMLD)? For example: • Is there enough space for pupils to lie down? • Is there enough space for pupils to use a wheelchair or standing frame? • Are there appropriate facilities nearby for personal care, such as washing or changing?	☐	☐	☐	
For EYFS classrooms: can pupils play safely in a variety of ways?	☐	☐	☐	

AREAS FOR DEVELOPMENT: (TEACHER OR SCHOOL)