

Hatton Park Primary School

Disability and Equality Scheme Accessibility Plan 2024-26

Hatton Park Primary School nurtures the progress of every child through a creative curriculum. Independent learning is encouraged through a wide variety of rich, challenging and exciting activities. Fundamental to achievement is the acquisition of knowledge, skills and reflective thinking.

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. It states that, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Hatton Park Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they develop a respectful, caring attitude towards each other and the environment both locally and globally.

The Hatton Park Primary School Accessibility Plan shows how access is to be developed for disabled pupils, staff and visitors to the school within a reasonable timeframe as agreed with the Health and Safety advisory body. It anticipates making adjustments to accommodate the needs of pupils, parents and staff with a disability. The Accessibility Plan contains relevant and timely actions to:

- Ensure that there is access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. As well as teaching and learning and the wider curriculum of the school, it includes participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupil in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.

- Ensure that there is high quality and appropriate written information for pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, books and information about the school and school events. The information will be made available in various formats within an appropriate timeframe.

Hatton Park's School Accessibility Plan relates to the key aspects of the physical environment, the curriculum and written information.

Aims

- Ensure that pupils with a disability can access the curriculum.
- Improve and maintain access to the physical environment.
- Ensure that there is high quality and appropriate written information for pupils and parents.

Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. We support parents of pupils with a disability in sharing information with us regularly at parents' evenings, action plan meetings and more informal conversations at the start and end of the school day.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. These challenges are met on an individual basis, drawing up risk assessments in consultation with pupils, parents and visit providers.

Curriculum

There are areas of the curriculum in which disabled pupils may need additional support. Some areas of the curriculum present particular challenges, for example in PE pupils with a physical impairment may need individualised support. Within Science and Technology, pupils with visual impairment may need individualised support.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff as and when needed or requested.

Access Audit

Please see Appendix 1

Management, coordination and implementation

We consult with relevant experts, as appropriate, when new situations regarding pupils with disabilities are experienced. This is true for short term as well as long term needs.

Action Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete	Success criteria
AIM 1. Increase access to the curriculum for pupils with a disability	<p><i>Our school aims to offer a differentiated curriculum appropriate to the needs of all children.</i></p> <p><i>Pupils with additional needs or disabilities are supported to access the curriculum effectively.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Targets for pupils with additional needs are regularly set through the APDR process</i></p> <p><i>Regular meetings are held with parents of pupils with SEND to discuss progress and attainment.</i></p> <p><i>The curriculum is reviewed across the Trust to ensure it meets the needs of all pupils.</i></p> <p><i>New Intake needs are discussed with pre-school staff so that provision is ready on transition</i></p> <p><i>All policies clearly reflect inclusive practice and procedure.</i></p> <p><i>There is a clear collaborative working approach with external professionals and advice/strategies are evident in classroom practice</i></p>	<p>Long Term:</p> <p>To ensure that curriculum provision supports good personal progress for children with SEND.</p> <p>Medium Term:</p> <p>To ensure the curriculum provides full access to the curriculum for children with SEND.</p> <p>Short Term:</p> <p>To regularly and robustly monitor provision and outcomes for all pupils with SEND.</p>	<ul style="list-style-type: none"> ➤ All school staff maintain high expectations for pupils with SEN or a disability. Progress of those learners is carefully tracked as part of a whole school approach and appropriate intervention carried out as part of the APDR process. Learners have access to the whole curriculum and receive support to work towards challenging personal targets that support their learning journey. ➤ Class teachers and Subject Leaders ensure an inclusive curriculum and alternative activities are planned and delivered to ensure participation by all children, including those with SEND. ➤ Class teachers will discuss the needs and attainment of pupils with SEND with the headteacher, team leader and SENDCo during Pupil Progress meetings. ➤ SENDCo will support teachers to monitor and review provisions for pupils with SEND, including interventions and action plans. 	<p>Whole school approach</p> <p>Subject Leaders/ Class teachers</p> <p>Class teacher/HT/S ENDCo/Team leader</p>	<p>Ongoing</p> <p>ongoing</p> <p>Termly</p>	<p>Assessment data shows that pupils with a disability make progress towards their individual outcomes (and towards ARE where appropriate)</p> <p>Curriculum content and planned activities are clearly inclusive and adjustments for pupils with SEND are evident.</p> <p>Progress made towards EHCP, and Action Plan Targets is evident and uses measurable outcomes.</p> <p>Exit data shows personal progress.</p>

	<i>All children have access to extra-curricular clubs and this is regularly audited and monitored</i>					
AIM 2. Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> -Corridor width -Disabled parking bays -Disabled toilets and changing facilities -Adapted seating provided where needed 	<p>Long Term</p> <p>To create a whole school environment to ensure that it is accessible to pupils, staff and visitors with disabilities and meets their needs.</p> <p>Medium Term</p> <p>To ensure all stakeholders with a disability are able to access and use the school premises and interact successfully with the environment.</p> <p>To ensure that the learning environment is accessible and stimulating for all children.</p> <p>To improve community links.</p> <p>Short Term</p> <p>To maintain safe</p>	<ul style="list-style-type: none"> ➤ Gather and use information gathered about all stakeholders access needs to inform future improvements and refurbishments of the site and premises. ➤ Include plans for individual access for disabled children as part of the APDR process. Include questions about parent/carer needs in the Confidential Parent questionnaire ➤ Continue to create colourful, engaging displays in classrooms and inviting book corners. Large print or multi-sensory approaches are used where this supports access ➤ The school will continue maintain and improve links with schools and wider the community in the Cambridgeshire Local Authority to develop provision for disabled stakeholders. ➤ Regular communication with parents about designated parking areas/entry points and safe travel in and around school. 	Whole school approach	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>	<p>The school environment is accessible to pupils, staff and visitors with disabilities and meets their needs.</p> <p>When access plans and outcomes of questionnaires are reviewed, it is evident that steps have been taken to meet the needs of individuals.</p> <p>There is evidence of links with different schools within the local community.</p> <p>There is evidence that care plans are being put into action to support pupils with medical needs.</p>

		<p>accessibility of all school areas.</p> <p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>➤ Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>SLT</p>	<p>ongoing</p>	
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<p>AIM 3. Improve the delivery of information to pupils with a disability.</p>	<p><i>Our school has a range of communication methods available to ensure information is accessible. This includes:</i></p> <p><i>Internal signage</i></p> <p><i>Large print resources</i></p> <p><i>Pictorial or symbolic representations</i></p> <p><i>Knowledge and use of hearing support systems for individual pupils</i></p> <p><i>Screen magnifier software for the visually impaired</i></p> <p><i>Features such as sticky keys and filter keys to aid disabled users in using a keyboard</i></p> <p><i>Elklan and Makaton and PECs training for relevant staff</i></p>	<p>Long Term</p> <p>To ensure that children with visual impairment have access to the curriculum.</p> <p>Medium Term</p> <p>To enable pupils, parents and visitors to access high quality, appropriate written information.</p> <p>To regularly review children's records to ensure that staff have awareness of individuals with disabilities.</p> <p>Short Term</p>	<ul style="list-style-type: none"> ➤ Audit the school library to ensure there are texts with larger fonts. Audit signage around the school to ensure that is accessible to all. ➤ Raise awareness of the need to create adjusted resources (e.g. using enlarged or non-cursive fonts, different coloured backgrounds) appropriate to learners. ➤ Ensure good practice for supporting Dyslexic learners is followed. ➤ Offer to support parents by talking through and explaining written correspondence where appropriate. ➤ Records will be passed on to new class teachers and discussed at end of year class teacher meetings. Discussion will include information about the needs of pupils and parents and the best way to share and present information. ➤ Information for annual reviews, and action plan meetings will be made available in a format appropriate for those attending the meeting. ➤ Where parents are required to complete paperwork, they will be provided in an accessible format. Where appropriate, a member of staff may complete paperwork with parents. 	<p>SLT and English lead</p> <p>Sendco and class teachers</p>	<p>Spring term 2025</p> <p>Ongoing</p>	<p>Children, parents and visitors report that they can access relevant information around Office staff</p> <p>Members of staff are aware of the needs of pupils within their class and the best ways in which to share information with them.</p>
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		Continue to seek assistance from the Sensory Support Team to improve delivery of information for hearing-impaired pupils			As required	
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4. Monitoring arrangements

This document will be reviewed at least every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the School Advisory Board.

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 disability (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Anti-Bullying Policy

Appendix 1: Accessibility audit

Accessibility to be reviewed during each Health and Safety Walkabout undertaken by Site Team, Headteacher and SAB members.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school comprises one main building on one storey. All exits are on the same level.	Ensure exits are clear.	Whole staff	To be reviewed on a daily basis.
Corridor access	Corridors are wide with compact storage to the side of the corridors. Access to open toilets is via the corridor with sufficient entrance/exit space. Corridors are kept free of clutter.	Class teachers and site manager to ensure that corridors continue to be clear of clutter.	Whole staff	To be reviewed on a daily basis.
Parking bays	There is 1 dedicated disabled parking bay located in the car park. This is clearly indicated. There is gated access to the car park. Visitors can contact the office using a call button/speaker system which is positioned at mid height.	Site manager to ensure that the lines and signage is always clear. Office staff to monitor working order of the speaker system and report any maintenance.	Site manager Office staff/site manager	To be reviewed half termly. To be reviewed on a daily basis.

Entrances/Reception Area	The main entrance to the school building is through a wide automatic door. Once through this door, there is a spacious enclosed foyer with a key card entry system into the main building for which only permanent staff have key card access. Office staff monitor and manage entry and access for visitors.	Office staff to offer assistance to visitors to the school and open front doors as needed.	Office Team	On a daily basis
	There is a gate which provides on street access to the school. This is kept locked at night, but opened during the day to allow access to the car park and to gain entry on foot.	Office staff to offer assistance to visitors to the school and open main door to school as needed.	Whole staff	As needed
	All key card devices are positioned at mid-height.	School leadership to ensure that school staff supervise entry and exit at appropriate times.	Office team	As needed
Toilets	There are 2 disabled toilets, suitable for wheelchair access.	Ensure the toilet space is free of clutter.	Whole staff	Reviewed during health and safety walkabout
Internal signage	Emergency exits signs are clearly visible around school.	Health and Safety Team to review during each walk about visit.	Health and Safety Team	Reviewed during each Health and Safety Walkabout
Emergency escape routes	All emergency exits are accessible for wheelchairs across the school site.	Health and Safety team to ensure these exits are wholly accessible for all. Ensure they are free of clutter.	Health and Safety Team Whole staff	Reviewed during each Health and

				Safety Walkabout
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