



# Accessibility Plan

## 2021-24

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

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

At Histon and Impington Park Primary School, we are dedicated to being an inclusive school; to make all our children feel welcome and happy. Every child is different and we celebrate this. We are highly committed to creating a stimulating learning experience that is inclusive of all children. We want every child to reach their full potential and emerge from school with a life-long love of learning. We believe that a greater level of success from children and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the Trust. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our children should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents/carers to withdraw their children from certain classes which pose conflicts to their own beliefs.

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.

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 staff, pupils and SAB members.

# 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.

This policy complies with our funding agreement and articles of association.

### 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	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To review the curriculum and its accessibility for children with SEND.</p> <p>To adapt the curriculum to support pupils with SEND.</p>	<p>Questionnaire with focused questions for parents of children with SEND</p> <p>Regular learning walks and feedback to teachers/Tas</p> <p>Focused lesson observation looking at support provided by TAs for pupils with SEND</p> <p>Training to be delivered-focus on provision mapping and action plans</p> <p>Focus on SEND children as part of Pupil Progress meeting.</p> <p>Action Plans to reflect actions that will support children in accessing the curriculum effectively including advice from professionals (Ed Psych, STT, OT etc)</p>	SENDCO SLT	<p>Ongoing throughout 2021-22</p> <p>(Assess/Plan/Do/Review)</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Adapted seating provided</li> </ul>	To continue to monitor the current physical environment for stakeholders with SEND and adapt as needed.	<p>Caretaker walk rounds</p> <p>Health and Safety SAB visits</p> <p>Classteachers to adapt room as needed according to professionals as needed</p>	<p>Caretaker</p> <p>Caretaker/SAB/</p> <p>Headteacher</p> <p>Classteachers</p>	Ongoing
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To replace technology to support children in the classroom as needed.</p> <p>To work with teachers to develop use of technology to support children with a range of needs in the classroom.</p>	<p>Headteacher to work with Finance Committee and PTA to ensure funding available</p> <p>Liaison with ICT Technician</p> <p>SENDCO to provide guidance and support to classteachers</p>	<p>Headteacher</p> <p>SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p>

## **4. Monitoring arrangements**

This document will be reviewed 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	<p>The school building is set over two levels. There is a lift that can be used to allow access to the second floor.</p> <p>There are two staircases at either end of the building. There are handrails on either side of the stairs.</p>	Lift to undergo regular maintenance	Caretaker	Ongoing
Corridor access	Corridors within the new build at HIPPS are wide and clutter free.	Class teachers and Caretaker to ensure that corridors continue to be clear of clutter.	Whole staff	To be reviewed on a daily basis.
Parking bays	There are two disabled bays in the staff car park.	Caretakers to ensure that the lines and signage is always clear.	Caretakers	To be reviewed half termly.

Entrances/Reception Area	Outside the main entrance, there is a button which opens the main door. There is also an intercom system if there were any issues with the mechanism on the door. This will allow any visitors to request assistance from the office team.	Office staff to offer assistance to pupils, staff and visitors to the school and open front doors as needed.	Office Team	On a daily basis
	On entering the building, the office team would support with opening the internal doors which are manual and heavy.	School staff to offer support to pupils, staff and visitors as needed to allow access to the school	Whole staff	As needed
	The foyer is a large open space with minimal furniture.	Office staff to ensure the main entrance remains clutter free. In the instance of deliveries arriving, the office team/caretaker should clear the foyer as quickly as possible.	Office staff/caretaker	On a daily basis
	In order to exit the main part of the building, the button is at height to prevent children being able to leave the building.	All staff to offer assistance as needed to exit the main part of the school	Whole Staff	As needed
	When exiting the foyer, the button is at a height that would be accessible by someone in a wheelchair. This would activate the automatic front door.	Office staff to offer support as required if button was out of reach.	Office team	As needed

Toilets	<p>The building has four disabled toilets. Three on the lower floor and one on the upper floor.</p> <p>These a grab handle, automated lights and emergency help lines.</p> <p>Downstairs, there is a large shower room with changing facilities. This room also has a toilet in.</p>	Disabled toilets to be check as part of ongoing maintenance.	Caretaker	Daily basis
Internal signage	Emergency exits signs are clearly visible around school.	Health and Safety Team to review during each walk about visit. Fire risk assessment takes place annually.	Health and Safety Team	During each visit
Emergency escape routes	<p>Corridors are kept clear of clutter.</p> <p>Emergency exits are always clear.</p> <p>Signage for escape routes is clear</p> <p>Fire evacuation plan displayed around school</p> <p>Lift accessible during emergency evacuation from upstairs as needed</p>	<p>Whole staff to check on daily basis and not to put anything in way of fire exits.</p> <p>Health and Safety Team to review during each walk about visit. Fire risk assessment takes place annual checks routes and signage</p> <p>Lift maintenance.</p>	<p>Whole staff</p> <p>Health and safety team</p> <p>Caretaker</p>	<p>Daily bass</p> <p>During each visit</p>