



Accessibility Plan

Introduction

Hurst Knoll St James' CE Primary School is an inclusive school where all members of the school community are of equal worth and each has the opportunity to be the best that they can be.

Under the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

Specific duties

At Hurst Knoll St James CE Primary School we recognise and welcome our responsibility to make everyone feel included. The school has a duty to make **reasonable adjustments** for pupils with a disability:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Accessibility planning

This document outlines our accessibility planning for pupils with physical disabilities. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Our accessibility plan aims to:

1. Increase the extent to which disabled pupils can **participate in the curriculum**;
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
3. Improve the availability of **accessible information** to disabled pupils.

This plan should be considered alongside the Single Equality Policy and the SEN School Information Report.

Hurst Knoll St James CE Primary School is committed to:

1. Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

2. Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, tables, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

3. Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. We aim to consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision can be made accessible to all those with a disability.

Improving the Curriculum Access

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Training for teachers on differentiating the curriculum	After an audit of staff skills, CPD to take place on differentiation	All teachers are able to more fully meet the requirements of children's needs with regards to accessing the curriculum	Staff meeting Ongoing development in 2015-2016	Increase in access to the National Curriculum; pupils able to access work more independently
Classrooms are organised to allow the participation and independence of all pupils	Conduct learning walks; identify environments that require improvement; action needs	The needs of individual pupils can be accommodated with minimal disruption or reorganisation	By December 2015	Increase in access to the National Curriculum; improved confidence and safety of pupils
Training on supporting the needs of learners who are hearing (and visually) impaired	Enabling Classroom training; learning walks; additional CPD as needed	Pupils who are HI (or VI) can access the curriculum with targeted support and where possible, independently	By December 2015	Increase in access to the National Curriculum; pupils able to access work more independently
Training on supporting alternative methods of recording for pupils.	Enabling Classroom training; audit existing resources; additional CPD as needed	Pupils who struggle with written work can demonstrate their learning and understanding in different ways, and as independently as possible.	By April 2016	Increase in access to the National Curriculum; pupils able to show their learning more easily; improved self-confidence and motivation.

Improving the Delivery of Written Information

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Availability of written material in alternative formats to include: school brochures, school newsletters and other information for pupils and parents	Explore options, including LA support for converting written information into alternative formats; Seek opinions from stakeholders; consider development of website	The school can provide written information in different formats when required for individual purposes	By Jan 2017	Delivery of information to disabled pupils, parents and the local community improved

Improving Physical Access and the Physical Environment

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Improve access to and around the building	Audit of the building; plan inclusive design changes into future building works	The building and grounds are wheelchair accessible.	Audit by Dec 2015.	Access to the building and its grounds is improved.
Improve access to accessible toilet facilities	To provide the signage to the unisex accessible toilet	Accessible toilet facilities clearly signposted at reception	Sept 2016	Pupils, staff and visitors can easily find the accessible toilet facilities.

Revised and adopted by the Governing Body July 2015