

Accessibility plan

St Hilda's CE Primary School



Approved by:		Date:	
Last reviewed on:			
Next review due by:			

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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 St Hilda's Church of England Primary School, we work together with parents, the Parish Church and the wider community to be healthy, happy, respectful citizens who achieve our best in everything we do.

The single public sector duty (2011) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. At St Hilda's we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

Our aims:

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. To recognize and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

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.

The school supports any available partnerships 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, this procedure sets out the process for raising these concerns.

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.

3. Review and Actions to be undertaken

Physical Environment

- Level access to main entrance and ground floor corridor
- Disabled toilet facilities with grab rails and emergency call systems available on ground floor corridor and in nursery
- Lift access to nursery, ground floor and upper floor corridors
- Child and adult height handrails on stair access to Reception area
- Contrasting coloured stair nosings on internal stairs
- Contrasting coloured skirtings and door frames
- Reduced ceiling heights and improved floor coverings in older classrooms to improve acoustic performance
- Wide corridor access
- Adaptations to environment for pupils with specific needs, eg, the creation of a quiet enclosed area for a child with ASD

Curriculum Accessibility

- Differentiated curriculum for all pupils
- Resources tailored to the needs of pupils who require support to access the curriculum
- Tracking of curriculum progress for all pupils, including those with disabilities
- Individual progress targets for pupils are appropriate for pupils with additional needs
- Regular curriculum review to ensure it meets the needs of all pupils

Information Delivery

- Internal signage
- Large print resources
- Reading rulers/coloured overlays
- Pictorial or symbolic representations
- Radio aid systems
- Sign Supported English

Actions to be taken

- Curriculum Accessibility: Curriculum reviews will be undertaken in line with the School Development Plan
- Information Delivery: Continual review in order to best meet the needs of individual learners on role at a given time
- Physical Environment: Reviewed on a termly basis by Governors via Finance, Buildings and Staffing Sub Committee and via Health & Safety walks undertaken by the Governing Body. Further review in order to meet the needs of individual learners due to need or a temporary change of circumstance will be undertaken as required

4. Monitoring arrangements

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

It will be approved by the Headteacher and Governing Body.

5. Links with other policies

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

- Single Equality Policy
- SEND Policy
- Child Protection Policy
- Safeguarding Policy
- Health & Safety Policy
- Intimate & Personal Care Policy
- Medication Policy
- SMSC Policy
- Educational Visits Policy

6. Links to Oldham Council Local Offer and other Partners

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (SEND) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



Parent Forum

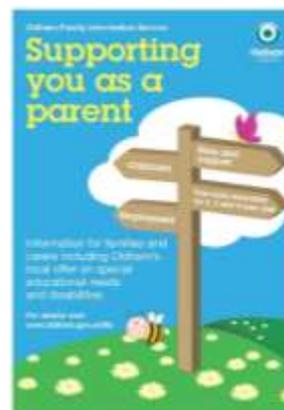
SEND ISSIS

<http://iassoldham.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				