

# Henbury View First School

## Accessibility Plan

2023-2025

### Every Child Matters, Every Minute Counts

#### **Introduction**

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governance are accountable for ensuring the implementation, review and review of progress of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA). The effect of the law is the same as in the past, meaning 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:

- He or she has a physical or mental impairment and
- 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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

#### **Objectives**

Henbury View First School is committed to providing an environment that enables full curriculum access that values, and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Henbury View First School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. As a school, we have three key duties towards disabled pupils, under Part 4 of the DDA:

- To treat disabled pupils equitably regardless of disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

The Accessibility Plan contains relevant and timely actions to;

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as the able bodied pupils' (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum with an reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary-this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Henbury View First School Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality impact Assessments will be undertaken as and when school policies are reviewed.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action planes showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school website were identified by;

- Headteacher and Senior Leadership Team, including SENCo
- School HR/Finance Officer

We are working within a national framework for educational inclusion provided by:

Inclusive School (DfES 0774/2001)

SEN & Disability Act 2001

The Disability Discrimination Act (amended for school 2001)

Code of Practice for Schools ( Disability Rights Commission)

The revised SEND Code of Practice September 2014.

**Action Plan**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with hearing and visually impaired service and specialist advisory teachers.	All staff to have a clear understanding of the needs of hearing and visually impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate.	Hearing and visually impaired children are successfully included in all aspects of school life.
To liaise with EP service/outreach services regarding the teaching of children with ASC, Attachment Disorder and other specific learning and/or mental health conditions.	Relevant staff attend appropriate training. Outreach provision from external agencies.	Staff are supported to provide appropriate provision for children with ASC, Attachment Disorder and other specific learning and/or mental health conditions.	Ongoing	Children with ASC, Attachment Disorder and other specific learning and/or mental health conditions.
Classrooms are optimally organised to promote participation and independence and ensure safety of all pupils.	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables where necessary. Visual support aids to help develop independence.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have access to the National Curriculum.
Ensure all children on the SEND register have the appropriate provision in place	IEPs, IBPs, risk assessments and the provision are reviewed at least half termly.	IEPs, IBPs, risk assessments and the provision are kept up to date and from a key part of the	Ongoing	IEPs, IBPs, risk assessments are in place to support the needs of individual children.

including those Individual Education Plans (IEP's) Individual Behaviour Plans (IBP's) and risk assessments where needed and these are monitored by the SENCo.		planning process of all pupils.		
Review TA deployment as needed to enable pupils to be appropriately supported.	SENCO to discuss with TAs teaching staff and SLT at least termly.	Adult support is available during times that individual children may need support	Review at least termly	Children have access to appropriate support.

### **Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written materials in different formats.	School to make themselves aware of services which are available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of written information to pupils and parents/carers improved
Availability of school prospectus, newsletters and other information available to parents/carers in alternative formats.	Review current publications and promote availability in different formats for those who require it.	All school information available for all. School information on school website and update regularly.	Ongoing	Delivery of school information to parents/ carers and the local community improved.

### **Improving the Physical Environment**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Ensure all plans for the refurbishment of outdoor learning and play areas	All plans reviewed and reflected to ensure fully inclusive. Advice	Outdoor environments will be fully accessible for all	ongoing	Outdoor environments are fully accessible for all including

are fully inclusive across the school.	sought where appropriate	including pupils, staff and visitors		pupils, staff and visitors
Audit access ramps, thresholds and outdoor pathways across the school ensuring clear entrance against DDA standards.	Audit all access areas in line with DDA standards	Outdoor environments will be fully accessible for all including pupils, staff and visitors.	Ongoing	Outdoor environments are fully accessible for all including pupils, staff and visitors