



# Accessibility Plan

# Huxley CE Primary School

## ACCESSIBILITY PLAN

### **Background:**

#### **The definition of disability is:**

*“A person suffers a disability 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 carry out normal day-to-day activities.”*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

#### **As a school we recognise:**

#### **(1) Our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001)**

*“From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”*

#### **Schools and LEAs, therefore, must:**

- Not treat disabled pupils less favourably; *and*
- Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

#### **(2) That the Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.**

#### **Aims of the Accessibility Plan:**

Huxley CE Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

1. enable students to develop their self-knowledge, self-esteem and self-confidence
2. encourage students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
3. encourage respect for other people
  - Having high expectations of all pupils.
  - Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama;
  - Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully;
  - Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;

- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- Planning the physical environment of the school to cater for the needs of pupils with disabilities;
- Raising awareness of disability amongst all school staff through a programme of training;
- Providing written information for pupils with disabilities in a form which is user friendly;
- Ensuring that our library and reading books provided positive images of people with disabilities.

1. This Accessibility Plan has been drawn up through ongoing consultation with the pupils, parents, staff and governors of the school in September 2020
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
3. Huxley CE Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
  - Improve 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;
  - Increase 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. 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 aids and equipment, which may assist these pupils in accessing the curriculum;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, reading books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. There will be ongoing awareness raising and training for staff and governors in the matter of disability discrimination.

5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents as equality for pupils is included as an explicit aim in all of the school's policies

- Teaching and learning
- Policy for school trips and excursions
- Equal Opportunities and Diversity Policy
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Statement
- Strategic School Improvement Plan

The website includes a copy of the Accessibility Plan.

The Plan will be monitored, to assess its impact on the school community.

The school will work in partnership with the Local Education Authority (Cheshire West and Chester).

- The Plan will be monitored by Ofsted as part of their inspection cycle.

- [DFE Guidance for full opening: Schools Updated 28<sup>th</sup> August 2020](#)

6. The school will work in partnership with the Local Education Authority (Cheshire West and Cheshire).

### **Monitoring:**

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- Admissions
- Attainment
- Effects of pastoral strategies/rewards/sanctions
- Exclusions response to teaching styles/subject SEN Register
- Setting/groups Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Governing body representation

The plan will be monitored by Ofsted as part of their inspection cycle.

### **Training:**

- Induction for new staff
- Disability awareness training for all staff
- Disability awareness training for pupils
- CPD programme on Inclusion

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
<b>Is the curriculum designed to allow equal access?</b>				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made.  There is no current evidence of inequality in achievement.	Termly pupil progress reviews	Headteacher All Staff SENDCo	Headteacher  SENDCo termly
Differentiated curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom.	Weekly planning	All class teachers	Headteacher Deputy Headteacher  Termly monitoring of planning files
Meeting the needs of pupils with identified special educational needs and/or disabilities	Termly individual learning plans.  Access to learning for identified pupils requiring support beyond the classroom differentiation.	Termly Tracking pupils to identify pupils for support.	All teachers	SENDCo monitor effectiveness of provision  Headteacher  SENDCo monitor pupil progress termly and annually
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra letters and sounds, computer software.	Termly	All teachers	SENDCo  Class teachers.  Tracking pupil progress files.
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and writing slopes.	Ongoing according to pupil needs.	All teachers to report needs to SENDCo and Headteacher.	SENDCo monitor resources are in place to support needs of identified pupils.
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. Through deployment of extra adults, support with administration of medicine, modification of activities.  The school uses Christleton Swimming Pool for swimming lessons. This is a private pool and meets stringent DDA compliance requirements.	Ongoing as need arises through the year.	All staff	Monitored by Headteacher and SENDCo.
Physical Needs	The school does not currently have height adjustable desks for use by wheelchair users.	Will purchase when necessary	All teachers	Headteacher and SENDCo
<b>Is the building designed to meet the needs of all pupils?</b>				
Parking	Parking at Huxley can be quite limited as we only have a small designated area opposite the school (we request that cars are reversed into these spaces). Disabled parking is currently allocated on the back playground by the pupil entrance to the building.  There are two buzzers that visitors can press to gain assistance: one by the main school gates and one by the pupil entrance. Alternative options being explored.	On-going. As and when required.	Governors (Premises Management Committee) SLT and Site Manager.	Governors.
Access to the Building	Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary.  The school grounds are in the centre of Huxley village. Access to the school building can be gained via a pedestrian gate which is accessed via ramp from the main footpath, or the double gate.	Daily basis as required  Strategic Planning for Children with SEND	Headteacher All teachers SENDCo	Headteacher  SENDCo

	There are two main points of entrance to the school building: the main entrance which is accessed via a ramp, and a door of a width suitable for a wheelchair and the pupil entrance is the same level as the playground and has double door access.		Site Maintenance Officer Governors	Site Maintenance Officer Governors
Layout of the school to enable access to all areas of the building	The school is all on one level with no stairs. The corridors are of a suitable width to allow people to move around easily.  There is a disabled toilet near to the main entrance.  Access to the classrooms for wheel chair users would be difficult due to door widths, limited space in the rooms and location of furniture. It would be particularly difficult to access Lower KS2 room due to office desk.	Should the need arise, the school building would be adapted as necessary, i.e. classroom allocation could be reviewed and alterations carried out to the building (where possible).	Governors Headteacher and Site Maintenance Officer	Governors
Safe Evacuation	There are numerous ways of exiting each room in the event of an emergency. School fire procedures are reviewed on a regular basis and displayed clearly on green paper in each area of the school. Class teachers go through the procedures with their class every term.  Fire drills are carried out on a regular basis. Most emergency exits are double push bar doors. Fire alarms are tested on a regular basis.  All visitors are required to sign in on arrival and out on exit – this book would be taken out with the class registers in the event of a fire.  Continue with scheduled fire drills and alarm checks. Review fire procedures on annual basis unless an issue/matter for consideration arises.  Should the need arise; school will put in place a personal emergency evacuation plan to meet the needs of individuals.	Fire drill: each half term.  Fire alarms checks: Weekly (school).  3 monthly (contractor).  Annually.  As and when required.	Headteacher. Site Maintenance Officer. Health and Safety Lead.  Headteacher Class teachers and Site Maintenance Officer.	Governors. Governors. Governors.  Governors.
<b>Is communication in place to meet the needs of all its community?</b>				
Communication with Parents	We use the teacher2parents text and email service to communicate with parents/carers.  Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy at the main office.  Parents are encouraged to contact school by telephone or email or via the school office <a href="mailto:admin@huxleyprimary.cheshire.sch.uk">admin@huxleyprimary.cheshire.sch.uk</a> Tel 01829 781 296.	Daily basis	All Staff SENDCo	Headteacher, SENDCo and Governors
Presentation of information	Identified children have access to visual timetables which are updated on a regular basis.	Daily basis as required  Weekly	Admin Staff SENDCo All staff Headteacher	Headteacher  SENDCo
Sensory Impairment	There is no hearing loop system in place. This matter will be considered when reviewing long-term buildings planning. Similarly, the use of colour coded areas will fall into this category. Departments are not colour coded. This could be considered in long term planning. The main entrance is marked clearly and steps on stairs are highlighted The school is sufficiently lit in the evening.	Timescale	Headteacher SENDCo Site Maintenance Officer All staff	Headteacher  SENDCo and Governors

	<p>There are no hazards such as bollards or litter bins on the main thoroughfare except for planters.</p> <p>Direction and information signs are limited around school. There are no tactile signs for people with visual impairments.</p> <p>In addition – To support families who have a hearing impairment, an interpreter fluent in British Sign Language (BSL) will be requested</p>			
Signage	<p>The signage in and around the school is of a clear and easy to read text.</p> <p>This should be continually reviewed to meet the needs of the school community, i.e. braille may be required in the future.</p> <p>Signage to support safety of staff, children and families, with regard to the Covid 19 pandemic are displayed.</p>	As and when required	Governors (Premises Management Committee) Headteacher and Site Maintenance Officer – in consultation with CWAC	Governors
ICT Equipment	<p>All classrooms are equipped with the ICT required to enhance teaching and learning for all, e.g. large interactive whiteboards.</p> <p>All laptops are loaded with relevant and up to date software and children have access to additional equipment/online software/resources as needed.</p> <p>Text font and colour used is dyslexia friendly and of suitable size for all.</p> <p>Individual pupils have access to the relevant equipment/ software and support in order to enable full access to the curriculum.</p> <p>Equipment is replaced and purchased as and when necessary EG Installing induction loops.</p>	As and when required	Governors Headteacher SENDCo	Governors

**Written by:  
Mrs Cheryl Booth (SENDCo)**

**Date: September 2020**

**Ratified by Governors: 19 October 2020**

**Date of Next Review: September 2021**