



# Hemingford Grey

## SCHOOL

# ACCESSIBILITY PLAN

Date policy was last reviewed and approved:	<b>October 2021</b>
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### Accessibility Policy and Plan

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers 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 developing a culture of awareness, tolerance and inclusion. This Policy and plan supports us in delivering this.

Under the Equality Act 2010, a person is disabled, if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Hemingford Grey Primary School aims to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers 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 time frame.

The Accessibility Policy and Plan will be made available to parents/carers on the school website.

The Plan will be monitored through the Curriculum Committee of the Governors.  
The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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.

### Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

	Target	Strategy	Outcome	Responsibility	Timescale
1) Increase access to the curriculum for pupils with additional needs	The curriculum is adapted to take account of pupils' additional needs	Pupil passports provide evidence of curriculum adaptations. SENDCO and class teachers assess pupils on entry to determine additional needs. Interventions are detailed on pupil passports	This will vary according to the specific need, but will include evidence of improved behaviour or confidence, and increased progress	Inclusion Manager, Senior Leadership Team, class teacher	Half termly meetings between teachers and SENDCO, termly progress review meetings
2) Provide additional support for children with specific social and emotional needs.	<p>1. Children receive support to help them with their social and emotional needs from the Pastoral Support Worker.</p> <p>2. The school has strong links with the Early Intervention and Emotional Health and Well Being Team to signpost families that need support</p>	<p>1. Social Skills groups run by TAs</p> <p>2. 1-1 sessions as needed with Pastoral Support Worker.</p> <p>3. Referrals are made as needed by the Inclusion Manager to external Families Wroekr.</p>	Identified pupils will access support to manage their social and emotional needs	Senior Leadership Team, Inclusion Manager, Pastoral Support Worker, TAs	Reviewed half termly
3) improve and maintain access to the physical environment	Classrooms and learning zones are organised to promote the participation and independence of all pupils. Specialist equipment is purchased/acquired as	Layout of classrooms and learning zones are reviewed and adapted as required	Children can access all areas of the curriculum.	Senior Leadership Team Inclusion Team Class Teachers	Reviewed termly

	necessary.				
4) Enable children with specific needs to manage their condition	Provide access to physiotherapy/sensory circuits for specific children 1-1 sensory support as needed	Physiotherapy sessions and sensory circuits are planned in for specific children with needs, TAs are trained to deliver these programmes	Children are able to manage their specific conditions	Senior Leadership Team Inclusion Team	Reviewed termly