

# Halesowen C of E Primary School



We care, we trust, we believe.  
We share, we enjoy, we achieve.

## Accessibility Plan 2023-2026

Signed by

Headteacher: *Erna*

Date: April 24

Chair of Governors:

Date:

Review date: April 25

## School vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

## Introduction

At Halesowen C of E we believe that every child in our care is entitled to the best possible education. In order to achieve this we are committed to ensuring equal opportunities for all 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.

Halesowen CE Primary School aims to treat all stakeholders, , governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, and parental feedback and discussions.

## Aims and Objectives

The following policy and procedures ensure that no child is discriminated against. 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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

## Legislation and guidance

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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](#).

## Roles and Responsibilities

The Governing Board of Halesowen CE Primary School is responsible for reviewing the plan annually regarding legislation and to approve finance for any necessary adaptations.

The headteacher is responsible for writing the plan, reviewing the building and provision and ensuring that improvements are made in line with the plan.

The staff are responsible for implementing the plan and bringing any concerns with disability access to the headteacher attention.

Parents are expected to share any concerns with school regarding access for themselves or their children.

## **Definitions**

### **Disability**

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

### **Special educational needs**

In this policy "special educational needs" refers to a learning difficulty that requires special educational provision. The SEND code of practice 2015 says children have a learning difficulty or disability if they:

Have significantly greater difficulty in learning than the majority of children the same age or

have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream education.

Children are not regarded as having a special educational need solely because the language they speak at home is different from the language they are taught.

## **Contextual Information**

The school is a predominantly a one storey building ( with some split level and steps). The school has adequate disabled and ambulant toilets. Wheelchair access is available into the main building via the ramp outside the main office from the Hales

Road side of school or via the ramp into the foundation stage block from the High Street side of school. There is some disabled parking on site.

## The Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

TARGET	STRATEGIES	TIMESCALE	WHAT SUCCESS WILL LOOK LIKE?
<b>Equality and inclusion</b>			
To ensure that the accessibility plan becomes an annual agenda item at FGB meetings	<ul style="list-style-type: none"> <li>• Clerk to governors to add to agenda for summer term meeting each year</li> </ul>	Annually	<ul style="list-style-type: none"> <li>• Adherence to legalisation.</li> <li>• All stakeholders know about the action plan and how to follow it. know</li> </ul>
To improve staff awareness of disability issues	<ul style="list-style-type: none"> <li>• Review staff training needs</li> <li>• Provide training as needed</li> <li>• Use live list to share medical/ disability information so staff can be aware of needs.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Children's needs are met as staff members are trained and are aware of which children have which needs.</li> </ul>
To consider that all policies consider the implications of disability access	<ul style="list-style-type: none"> <li>• Senior leadership team and governors to ensure that when reviewing policies or writing new ones that this is taken into account.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Policies reflect legislation</li> </ul>
<b>Physical environment</b>			
<p>To ensure that all areas of the school buildings and grounds are accessible for all children and adults.</p> <p>To consider this when making any improvements to school in the future</p>	<ul style="list-style-type: none"> <li>• Audit accessibility of building and grounds.</li> <li>• Suggest actions and building/ cost implications (hence addressing it in Summer term at start of new financial year)</li> <li>• Ensure enough disabled toilet facilities, disabled parking, ramps, handrails etc are available</li> <li>• Create individual access plans as needed for some children and or adults.</li> </ul>	Summer term then ongoing	<ul style="list-style-type: none"> <li>• Modifications made to school as necessary to meet the needs of all pupils.</li> <li>• Ensure all staff, parents and governors can access school</li> </ul>
To maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• If any member of the school community is visually impaired ensure adaptations are made e.g. painting edges of steps/ kerbs in yellow or bright white paint, check exterior lighting is working, put</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All visually impaired people can access school and school grounds safely.</li> </ul>

	<p>bright tape on any trip hazards such as poles/ play</p> <ul style="list-style-type: none"> <li>• Ensure that the fire alarm working in all areas of school . Have individual evacuation plans in place (PEEP)</li> </ul>		
To maintain safety for hearing impaired people	<ul style="list-style-type: none"> <li>• If any member of the school community is hearing impaired ensure adaptations are made e.g. use of hearing aids and amplification equipment, use of visual clues and cards</li> <li>• Ensure that the fire flashing beacons, and emergency lighting is working in all areas of school. Have individual evacuation plans in place ( PEEP)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All hearing impaired people can access school and school grounds safely.</li> </ul>
To ensure that there are evacuation plans in place for any children	<ul style="list-style-type: none"> <li>• Ensure all children with physical disability and other needs such as autism can be safely evacuated from the building in the event of an emergency .</li> <li>• Children to have PEEP if needed</li> <li>• Ensure fire exits are clear and accessible. If any have steps ensure there is a plan in place to help people with a disability get out.</li> </ul>	Ongoing( safety walks to check)	<ul style="list-style-type: none"> <li>• Everyone can evacuate safely as needed</li> </ul>
<b>Curriculum</b>			
To ensure that all staff working with certain children with SEND are fully aware of their needs and can make provision to meet these	<ul style="list-style-type: none"> <li>• Use live list/ SEND register to share medical/ disability and SEN information so staff can be aware of needs.</li> <li>• Review staff training needs</li> <li>• Provide training as needed</li> <li>• SENDCo to review needs and put access plans in place as needed.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Children’s needs are met as staff members are trained and are aware of which children have which needs.</li> <li>• SENDCo leads on reviewing needs and putting access plans in places as necessary</li> </ul>
To ensure the curriculum overview is planned with SEND	<ul style="list-style-type: none"> <li>• Curriculum lead to take SEND into account when planning schemes of work</li> </ul>	Autumn term( new academic year- whole	<ul style="list-style-type: none"> <li>• All children can access all learning in the national curriculum</li> </ul>

in mind- ensuring it is accessible to all	<ul style="list-style-type: none"> <li>• Ensure that we have adapted resources as needed e.g. special scissors, pencil grips, writing slopes, ear defenders. non slip mats for tables, therapy putty, specialist PE equipment etc.</li> <li>• Ensure all visits and visitors are accessible for all children and adequate support and risk assessments are put in place.</li> </ul>	year planning)	<p>with adaptations as needed.</p> <ul style="list-style-type: none"> <li>• All children can attend trips and visits with risk assessments and health and safety a priority .</li> <li>• Children develop independence</li> </ul>
To meet the needs of individuals during Key stage 2 tests	<ul style="list-style-type: none"> <li>• Children will be assessed in accordance with usual classroom practice to assess if they need additional time, a reader, scribe, transcribe, prompter etc</li> </ul>	Year 6- ongoing ( apply in April)	<ul style="list-style-type: none"> <li>• Barriers to accessing the test will be reduced or removed enabling children to reach their full potential</li> </ul>
<b>Accessing information</b>			
To ensure that all parents and other member of the community can access information	<ul style="list-style-type: none"> <li>• Ensure families can access information in a number of ways e.g. Printed( written) , electronic( written) verbal etc</li> </ul>	Ongoing/ as needed	<ul style="list-style-type: none"> <li>• Families will be able to access all information needed and will be supported to do so</li> </ul>
To ensure parents who are unable to attend school for parents evening due to a disability can access parents evening	<ul style="list-style-type: none"> <li>• Offer alternative such as phone calls, video calls a meeting at another more quiet time</li> </ul>	Ongoing/ as needed	<ul style="list-style-type: none"> <li>• All families can attend parents evening to discuss their child's progress</li> </ul>

## Monitoring arrangements

This policy will be reviewed annually in the summer term. As part of this we will gain the voice of stakeholders particularly those with a disability. We will also, of course, review provision on an ongoing basis.