



Helpringham Primary School Accessibility Plan

In formulating this plan, the School has considered the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

3-year period covered by the plan: 2022-2025

Helpringham Primary school is 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 developing a culture of awareness, tolerance and inclusion.

Introduction

- ❑ The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:
 - ❑ not to treat disabled staff and pupils less favourably for a reason related to their disability;
 - ❑ to make reasonable adjustments for disabled staff and pupils, so that they are not at a substantial disadvantage;
 - ❑ to plan to increase access to education for disabled pupils.

- ❑ This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of disability (Equality Act 2010):

In the act a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as tendency to set fires or addictions to non-prescribed substances.

Helpringham Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain 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; (if the school fails to do this they are in breach of the Equality Act). 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, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every

three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Public Sector Equality Policy
- Curriculum Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

The Accessibility Plan will be published on the School website.

The school's complaints procedure covers the Accessibility Plan.

Vision and Values:

- Helpringham Primary School aims to ensure equality of opportunity for all its, pupils and staff and it follows that disabled pupils or prospective pupils, are not treated less favourably than other and pupils or prospective pupils, for reasons relating to their disability.
- Please read this in conjunction with the School's SEN policies.

Information from pupil data and School audit:

The latest information regarding the number of pupils with special educational needs and disability for the school can be found on the school's MIS.

Views of those consulted during the development of the plan:

The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by the school.

The main priorities in the school's plan:

Increasing the extent to which disabled pupils can participate in the school's curriculum:

- The school will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs Co-ordinator (SENCO).
- The school facilitates services from a range of agencies for all pupils and their families.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- The school's classrooms are all on the ground floor.
- Any new build will be built with disabled pupils in mind, ensuring access for all.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for disabled pupils, including electronically.

Making it happen:

- This plan will be reviewed by governors every 3 years

1. Improving Access to the Curriculum:

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
1.1 Annual Review of curriculum to ensure that needs of students are matched by curriculum and staffing	Rebecca Leighton	Summer Term	Needs of all pupils are met	Reviewed when necessary by teachers	Curriculum led by needs of the pupils and reviewed every year.		
1.2 Multi-Agency assessments actioned for all students at risk.	Rebecca Leighton	When necessary	Needs of pupils are met	Agencies	Multiple agency assessments take place when needed		
1.3 External agency support is identified and delivered for all students in need	Rebecca Leighton	When necessary	Needs of all pupils are met	Agencies	External agencies are used when needs are identified		
1.4 Ensure no pupil or member of staff is excluded from accessing the premises	Rebecca Leighton	Ongoing	All pupils and staff are able to access the premises	Site Manager	Premises can be accessed by all currently		
1.5 Students with identified needs have access to laptops and resources to support learning	Rebecca Leighton	Ongoing	Needs of all pupils are met	IEP Reviews and SEND Drop ins	No children currently need to use laptops to access their provision		
1.6 All students on the SEN register to be individually assessed for any examination access arrangements	Rebecca Leighton	Ongoing (When necessary)	Needs of all pupils are met		Children are provided with non-assessed support but further assessments needed in the future.		
1.7 School environment reviewed by relevant senior manager to ensure access for all	Rebecca Leighton	Annually (earlier if required)	Access is available for all	Site Manager	Environment is safe and access if available for all		

2. Improving Access to the Physical Environment:

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
2.1 Ensure all students/visitors access all areas of the School	Site Manager	Annually	Access is available to all. See comments re: provision of ramp	Site Manager	School is accessible for all. Full H&S checks needed		Yellow
2.2 Ensure all signage is clear and able to be accessed by all (consider braille)	Rebecca Leighton	Annually	Signage is clear	Site Manager	Signage is clear currently		Green
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	Rebecca Leighton	Monthly Alarm Test Termly Evacuation Check	Evacuation Systems work effectively	Site Manager	Evacuation systems work. Children evacuate well. No visual aids.		Yellow
2.4 Ramps available at relevant points to ensure access to all parts of the site, regardless of disability	Site Manager	Annually	Access to the school is accessible to all.	Site Manager			Green
2.5 Ensure the Hygiene Suite is fit for purpose and accessible.	Rebecca Leighton	Annually	Hygiene Suite is accessible at all times.	Site Manager	Non-medical items need removing. Toilet seat needed.		Yellow
2.6 Classrooms organized for pupils with additional needs	Rebecca Leighton	Annually (earlier if required)	Access for all	Site Manager			Green

3. Improving Provision of Information

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
3.1 Improve communications to groups with protected characteristics	Rebecca Leighton	Annually (earlier if required)	Communications are clear		Sway used for newsletters currently.		
3.2 Academy website is clear, simple and easy to navigate	Rebecca Leighton	Ongoing	Clear structure to website		The new Website is clear and easy to navigate.		
3.3 Scholar Pack is used effectively to communicate with all parents	Rebecca Leighton Kerry Coleman	Ongoing	Information is clear and accessible		Scholar Pack is working well and parents are communicated with effectively		

4. Actively promote Gender and Race Equality throughout the school

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
4.1 Monitor balance of gender across employed staff	Rebecca Leighton	Annually	Gender is balanced where possible		Monitored – Three male members of staff currently		
4.2 Support staff in accessing equal CPD opportunities	Rebecca Leighton	Annually	All staff access high-quality CPD		Staff access a range of CPD opportunities		
4.3 Promote gender equality through educational learning	Rebecca Leighton	Ongoing	Pupils are tolerant to all		No gender incidents reported		
4.4 Actively challenge traditional gender stereotypes through education and positive role models	Rebecca Leighton	Ongoing	Pupils are tolerant to all	Pupil interviews, drop-ins	No incidents reported. Assemblies and PSHE focus on educating children		

5. Actively promote Gender & Race Equality throughout the School

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
5.1 Monitor balance of minority race and ethnic groups across employed staff	Rebecca Leighton	Annually	Minority and ethnic groups are balanced where able		Monitored		
5.2 Support staff in accessing equal CPD opportunities	Rebecca Leighton	Annually	All staff access high-quality CPD		Staff access a range of CPD opportunities		
5.3 Promote race equality through educational learning	Rebecca Leighton	Ongoing	Pupils are tolerant to all		No racist incidents recorded		
5.4 Promote visits to multi-cultural areas to increase awareness of multi-cultural society.	Rebecca Leighton	Ongoing	Pupils are tolerant to all		Transport and cost difficulties.		

The School will work with external agencies involved with pupils with disabilities to ensure their needs are met.

The School will work with agencies such as Access to Work to ensure anyone employed at the school or applying to work, is not discriminated against because of a disability.

Please refer to the Equal Opportunities Policy for additional information.

Chair of Governors Date