



Hunsbury Park Primary School

Accessibility Plan

Contents:

[Aims of the Accessibility Plan](#)

1. [The accessibility audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

Aims of the Accessibility Plan

This plan outlines how Hunsbury Park Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1. The governing board will undertake an annual **Accessibility Audit**.
2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
4. The findings from the audit will be used to identify actions to address specific gaps and improve access.
5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Aim	Strategy	Responsibility	Timeframe	Outcome	Review
Children new to the school are supported and provided for to ensure all their needs are met.	Audit of pupils' needs based on transition information from nursery settings and home visits.	SENCO, EYFS lead and EYFS class teacher	Summer 2020 then ongoing	Leadership and teaching staff are aware of the specific needs of children to ensure the curriculum is accessible for all.	Summer 2021
Establish and maintain close liaison with parents	Develop effective relationships with parents of SEND children. Ensure they are kept informed of their child's needs and progress and how the curriculum is adapted to meet their needs. Parents invited to informal meetings to get to know staff. Parents involved in target setting and reviews (including EHCP reviews)	SENCO and all teachers	Autumn 2020 then ongoing	Parents of children with special educational needs feel involved in supporting their child. They know who to contact and are comfortable to do so if they want to discuss their child's needs.	Summer 2021
Ensure school trips consider and include access for pupils with SEND	Needs of pupils with SEND are incorporated into the process of planning and risk assessing all trips.	All teachers, SENCO, EVC Co-ordinator.	Autumn 2020 then ongoing	Planning of school trips considers pupils with SEND and ensures appropriate arrangements are made to ensure all children are included.	Summer 2021
Pupils with SEND can access lessons	Ensure adequate provision is made for all children to be able to access all lessons. Provide tablets and other equipment suitable to meet the individual needs of pupils with SEND Audit pupil performance data based on SEND	SENCO and class teacher	Autumn 2020	Pupils with SEND can access lessons due to suitable provision being made ensuring disability is not a barrier to learning.	Summer 2021

Ensure extra-curricular activities are accessible by all.	Review offer of provision for children with SEND Provision of additional staff member to support SEND children in their chosen extra-curricular activities. Ensure all staff are trained to meet the needs of the child.	SENCO and SLT	Autumn 2020	Extra-curricular activities are accessible to all pupils to ensure full access to the range on offer.	Summer 2021
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Planning duty 2: Physical environment

Aim	Strategy	Responsibility	Timeframe	Outcome	Review
Ensure all aspects of the school's physical environment are accessible to all pupils regardless of ability.	Audit of individual children's needs. Good communication between teachers, SENCOs and parents to ensure the needs of all children are identified and the physical environment adaptations are made.	All teachers, SENCO and SLT	Autumn 2020 and ongoing	All areas of school are accessible to all pupils.	Summer 2021
Classroom layout allows access to all.	Review classroom and corridor layout and make appropriate adjustments to ensure accessibility for all. Ensure there is clear access to all exits to the classroom.	All teachers SENCO and SLT	Autumn 2020	Classrooms are fit for purpose, safe and accessible to all.	Summer 2021
Learning environment of pupils with visual impairments is accessible	Appropriate yellow colour indicators are in place although these must be maintained.	School Business Manager and Amey staff.	Summer 2020	Learning environment is accessible to pupils with visual impairments	Summer 2021

Planning duty 3: Information

Aim	Strategy	Responsibility	Timeframe	Outcome	Review
<p>School staff to know how to make written information accessible to all parents</p>	<p>Seek advice from outside agencies and other schools with regard to effective written communication with parents who have English as an additional language or parents who are unable to read.</p> <p>Use of Dojo to translate school messages for parents.</p>	<p>Headteacher, SENCO, all teachers.</p>	<p>Autumn 2020</p>	<p>School is aware of local services for converting written information into alternative formats.</p>	<p>Autumn 2021</p>
<p>Provision of written material to pupils meet their needs is accessible to them.</p>	<p>Clear communication made during transition to ensure all teachers are aware of the needs of the children in their class.</p> <p>Further audit of needs for children who are new to our school.</p> <p>Use of coloured paper/text size/braille/visual timetables as appropriate to meet individual children's needs.</p>	<p>All teachers and SENCO</p>	<p>Autumn 2020</p>	<p>All pupils have access to written materials that meets their needs at a given time.</p>	<p>Summer 2021</p>
<p>School website is accessible to all parents and children regardless of their need or language</p>	<p>Audit of website</p> <p>Ensure there is an option to translate the website in order to meet the needs of parents with English as an additional language.</p>	<p>Headteacher, Website manager and SENCO</p>	<p>Summer 2020</p>	<p>Website is fully accessible to all children and parents.</p>	<p>Summer 2021</p>