



# **HURSTHEAD INFANT SCHOOL**

## **Accessibility Plan**

Reviewed:	Autumn 2024
Date of next review:	Autumn 2027

## **Aims**

The aims of this Accessibility Plan are to ensure that Hursthead Infant School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of the education, facilities and services provided
- Improve the availability of accessible information for disabled pupils

At Hursthead Infant School we are committed to the fair and equal treatment of all individuals, able bodied or disabled, and, on a continuous basis, will work to improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right to training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010)

## **Legislation and Guidance**

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.

The Equality Act 2010 defines as disabled 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 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'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

## Action Plan

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

<b>A. Improving the Curriculum</b>			
<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
School's policies are fully inclusive	SMT, Subject Leaders and teachers to continually review policies to ensure inclusion is fully incorporated	Policies are audited to ensure they are fully inclusive	Subject to continuous review
Disabled pupils can access the curriculum	<ul style="list-style-type: none"> <li>The individual requirements within each cohort are assessed pre-entry and on-entry</li> <li>Appropriate outside agencies support and advise school</li> <li>Parents, pupil and school agree appropriate action and keep each other informed</li> </ul>	Disabled pupils are able to successfully access the curriculum	Subject to continuous review
Staff are trained appropriately to support disabled pupils	<ul style="list-style-type: none"> <li>Pre-entry or on entry any outside agencies involved with the pupil meet with school to share knowledge and give advice/training</li> <li>Advice and training are shared and disseminated to all appropriate teaching staff</li> </ul>	Staff are trained and have good understanding of how to ensure disabled pupil can access the curriculum	Subject to continuous review

Disability equality issues are incorporated into PSHE curriculum	Subject Lead to ensure that disability awareness is incorporated into the PHSE curriculum	Children have greater understanding of disability issues	Subject to continuous review
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### B. Improving Access to the Physical Environment

Target	Strategies	Success Criteria	Time Frame
To ensure that any future building projects adhere to disability legislation	Liaise with LA and contractors	Access to school building is improved	Subject to continuous review
To make specific necessary adaptations to meet the needs of disabled pupils or teaching staff	To be addressed when school admits pupils or staff with specific disabilities	School can be accessed by pupils/teaching staff with specific disabilities	Subject to continuous review

### C. Improving Access to Information

Target	Strategies	Success Criteria	Time Frame
Make information more accessible to pupils and parents with disabilities	Liaise with appropriate LA agencies	Pupils and parents with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats	Subject to continuous review

## **Monitoring Arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by Hursthead Infant School's board of Governors.

## **Links with other Policies**

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy