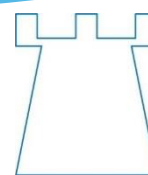


# Accessibility Plan 2022-2025



SHERIFF HUTTON PRIMARY SCHOOL

**Date of Policy Review:** September 2022

**Approved by the Governing Body**

**To be reviewed:** September 2025

**Responsibility:** Headteacher

At Sheriff Hutton Primary School, we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our school provides pupils with the opportunity to experience understand and value diversity.

This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). It also draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002.

### **Definition of Disability**

‘A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life. We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school’s disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, 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.

### **Current Range of known disabilities**

The school has children and parents with a range of disabilities including physical and specific learning disabilities.

At present we have one parent / carer who uses a wheel chair.

---

## *Contextual Information*

---

<b>Main building</b>	<p>The school is a single storey building easily accessible for wheelchairs to be used.</p> <p>There is the provision of a disabled toilet in the additional building (Howard Class). Corridors are wide enough for wheel chairs to be used.</p>
<b>Classrooms in the main building</b>	<p>Classrooms are accessible for wheelchairs with clear access to the fire doors.</p> <p>Access through patio doors have a high threshold and small ramp.</p>
<b>Additional Building (Howard Class)</b>	<p>This building is a single storey with access at ground level. There is a disabled toilet.</p> <p>Doors and corridors are accessible for wheelchairs.</p> <p>Fire doors are accessible.</p>
<b>Hall</b>	<p>Main entrances are flat. Access to the fire doors are clear and suitable for wheelchair bound pupils or staff.</p> <p>Meals served from the kitchen are accessible and suitable for wheelchair users.</p>
<b>Playground</b>	<p>Available for all pupils</p>
<b>Field Area</b>	<p>Available for all pupils.</p>
<b>Butterfly Garden</b>	<p>Sensory garden can be accessed without using steps. Pond area is accessible through gate suited for wheelchair access. Small decking area is accessible although pathways around the pond are grave and not suitable for wheelchairs.</p>
<b>Entrance Paths</b>	<p>All clear of steps allowing easy access for all pupils and parents/carers.</p>

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework (September 2014), which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils’ diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

---

## Accessibility Action Plan

---

The three areas to be considered in this action plan are:

### a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

*[See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”]*

### b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

*[See checklist on page 30 of DfES Guidance.]*

### c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

*[See checklist on page 30 of DfES Guidance.]*

### Improving Education & related activities

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	SENCO	As required	Raised confidence of support staff

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	SENCO	As required	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	ICT Leader	As required	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	HT/EVC	As required	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	PE Leader	As required	All to have access to PE and be able to excel

### Improving the Physical environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
The school is aware of the potential needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required  Be aware of staff, governors and parents access needs and meet as appropriate	SENCO  Headteacher	As required	IEPs in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
	Through discussions find out the access needs of parents/carers  Consider access needs during recruitment process  Ensure staff aware of Environment Access Standard	Headteacher          Headteacher	Induction and on- going if required  Annually       Recruitment process	Parents have full access to all school activities       Access issues do not influence recruitment and retention issues
To plan to improve access in all areas.	Complete audit of physical environment.  Carry out necessary adjustments.	Headteacher / Governors	January 2019 - ongoing	Facilities to include all children and staff and give full physical access.
Improve signage and external access for visually impaired people	Ensure signage around the site is clear.	Headteacher / Governors	On going	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	HT       SENCO	As required       Each Sept	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	SENCO - Teachers	On-going and as required	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.  Egress routes visual check	HT/ Governors	On-going and as required / appropriate  Weekly	All disabled staff, pupils and visitors able to have safe egress

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
		Site Manager		

### Improving the Provision of information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we will need to establish the current level of need and be able to respond to changes in the range of need. The school will identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English  School office will support and help parents to access information and complete school forms.	School admin	During admission  On-going	All parents receive information in a form that they can access  All parents understand what the headlines of the school information are.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils and parents / carers with a visual impairment	School admin	As required	Excellent communication

Target	Strategies / Actions	Responsibility	Time- scale	Evaluation
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENCO	On-going	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IPM review formats	SENCO	On-going	Staff more aware of pupils preferred method of communications
Provide information in other languages.	Access to translators, sign language interpreters to be considered and offered if possible	SENCO	As required	Pupils and parents/carers feel supported and included
Provide information in simple language, symbols, large print those who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website.	School admin  Website admin		All can access information about the school.