



# Accessibility Policy

## Summer Term 2024

## Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot discriminate against pupils because of sex, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental Impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The plan must be reviewed annually and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

## Students:

Havannah's core values are built around providing an environment in which all students of all abilities and backgrounds become the best they can be. Havannah Primary is proud of the rich diversity of its community and Havannah's response to the varying needs of its disabled students is a vital part of personalising learning for all. The Governing Body has three key duties towards disabled students:

1. Not to treat disabled students less favourably for a reason related to their disability;

2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. To increase access to education for disabled students;

The proposals of the Governing Body of the school to increase access to education for disabled students cover three key areas:

1. Increasing the extent to which disabled students can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

School trips are planned on the basis that all students are included and every effort is made to ensure that disabled students are able to participate.

Havannah Primary is aware that some students with disabilities may also have Special Educational Needs (SEN) and may have a Statement, or Education, Health and Care (EHCP) Plan which brings together health and social care needs, as well as their special educational provision. For students with SEND, this guidance should be read in conjunction with the SEND Code of Practice 2014 and the school's Special Educational Needs and Disabilities Policy.

Employees:

It is important to remember that the Equality Act 2010 applies to all those working at Havannah Primary in whatever capacity and includes those who are working under a contract.

Becoming a disability friendly place to work and having a diverse workforce is likely to be associated with improved retention, more reliable information and can bring wider benefits to the school.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. The school Accessibility Plan has, to date, enabled the school to complete the following adaptations to learning provision and to the site:

- Installation of lower height handrails/door handles to enable smaller children and those with physical disabilities to be safer during transition times.
- Painting of high visibility lines on steps and external handrails for visually impaired children, staff and visitors.
- Installation of a toilet with disabled access off the entrance hall
- Disabled toilet basin has been equipped with 'paddle' taps for ease of use.

The Equality and Accessibility Audit and Action Plan detail further planned improvements.

This Audit and Action Plan will be reviewed annually by the Governing Body, Head Teacher, School Business Manager and Site Maintenance Officer. A report updating the Governing Body will be presented annually. The update will include specific evidence of impact over the preceding twelve month period alongside plans for further improvements.

The Equality and Accessibility Audit and Action Plan is available in the following ways:

- Via the school website
- On request from the School Office
- On request via email

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The resulting action plan for 2023/24 is attached as Appendix 1 and identifies how the school will address the priorities identified in the plan.

Appendix 1

# ACCESS AUDIT FOR HAVANNAH PRIMARY SCHOOL.

Date reviewed : 11.05.23

Contact: Mrs Williams - Head Teacher

*Please answer all the questions in this audit 1= yes, completely, 2= almost = working towards meeting the guidance, 3= partially, 4= not yet considered. The comments column is for your use. You may wish to indicate links to other schools plans.*

<b>Section 1 DISABILITY AWARENESS / TRAINING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				

<b>Section 2 HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
3. Do all staff seek to remove barriers to learning and participation	✓				
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓				
5. Are all children and young people encouraged to take part in music, drama and physical activities?	✓				
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓				
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓				

8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓				
9. Do you provide access to appropriate technology for those with disabilities?	✓				
10. Are school visits made accessible to all children and young people irrespective of attainment or disability?	✓				

<b>Section 3 HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓				
12. Do you have the facilities such as ICT to produce written information in different formats?	✓				
13. Do you ensure that information is available to staff, pupils and parents in a way that is user-friendly for all people with disabilities?	✓				Parents will be consulted regularly to ensure information is delivered to all without exception.
14. Is furniture and equipment selected, adjusted and located appropriately?	✓				We constantly review the provision for pupils whose needs change and provide accordingly.
15. Do you ensure that all school staff are familiar with technology and practices developed assist people with disabilities?		✓			Not all but those with specific contact. See SEND local offer Sept 21

<b>Section 4 IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
<b>4a. GENERAL</b>					
16. Are pathways and routes logical and well signed? ( <i>both internal and external</i> )	✓				
17. Do you have emergency and evacuation procedures to alert ALL pupils	✓				

18. Is appropriate furniture and equipment provided to meet the needs of individual pupils?	✓				
19. Do furniture layouts allow easy movement for pupils with disabilities?		✓			
20. Are quiet rooms/calming rooms available to children who need this facility?	✓				Disabled access toilet, spare class areas are used, and also have use of the hub, nurture room.

<b>4b GETTING TO THE BUILDING</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>		<b>Comments for school use</b>
21. Are car park spaces reserved for disabled people near the main entrance?	✓				
22. Are there any barriers to easy movement around the site and to the main entrance?		✓			
23. Are steps needed for access to the main entrance?		✓			
24. Do all those steps (if applicable) have a contrasting colour edging?			✓		
25. If there are steps, is a ramp provided to access the main entrance?	✓				
26. Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	✓				
27. Is it possible for a wheelchair user to get through the principal door unaided	✓				although all fire doors are heavy.
28. If no, is an alternative wheelchair accessible entrance provided?	✓				

<b>4c INTERNAL FACILITIES</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>		<b>Comments for school use</b>
29. If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✓				
30. Do all internal doors allow a wheelchair user to get through unaided?		✓			
31. Do all the corridors have a clear unobstructed width of 1.2m?	✓				
32. Does the block have a wheelchair accessible toilet	✓				
33. Does the block have accessible changing rooms/shower facilities?			✓		

<b>4d SENSORY IMPAIRMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
34. Are non-visual guides used to assist people to use the buildings?	✓				Braille labelling is to be added to all signage.
	<b>YES</b>	<b>NO</b>	<b>N/A</b>		<b>Comments for school use</b>



35. Could any of the décor be confusing or disorienting for pupils with disabilities?		✓			
36. Is a hearing induction loop available (either fixed or portable) in the school?		✓			Individual transmitter and receiver in use for a hearing impaired pupils and their teacher
37. Does the block have a "soundfield" sound reinforcement system?		✓			
38. If there is a "soundfield", in what area? (please state here)			✓		
39. Do emergency alarm systems cater for those with hearing impairments? (e.g. flashing light)			✓		In some areas.

