



Policy Statement & Procedures

Accessibility

Inc. Policy and Accessibility Plan

Authorised By:	AIM Board	
Author:	F. Edwards / R. Howard	
Version	1	
Status:	Under Review:	
	Approved:	✓
	Adopted:	
Issue Date:	November 2022	
Next Review Date:	November 2024	
Statutory Policy:	Yes	✓
	No	

Section 1

1.1 – Introduction

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

At Henry Hinde Infant School we believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

1.2 Rationale

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools are required to carry out accessibility planning for disabled pupils. At Henry Hinde Infant School we recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

1.3 Aims and Objectives

By following this policy we aim to meet the following criteria:

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

Section 2

2.1 Principals

There are six main Principals of this accessibility plan:

- To promote equality of opportunity;
- To eliminate discrimination;
- To eliminate harassment;
- To promote positive attitudes;
- To encourage participation;
- To take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.2 Responsibility of SLT

The SLT are responsible for:

- Raising awareness of the six Principals with staff, trustees, parents and children;
- Referring to 'Implementing the DDA in Schools';
- Ensuring a shared understanding of the definition of Disability within the DDA;
- Encouraging disclosure of disability by children, parents, staff and other users of the school.

2.3 Involvement of disabled children, staff, parents and other users of the school

Henry Hinde Infant School will consider and plan to involve disabled children staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for

those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. These views will be used to help set priorities.

2.4 Information gathering

The collection of information is crucial to supporting us in making decisions about what actions would best improve opportunities and outcomes for disabled children, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved. Identifying disabled children, staff, parents and other users of the school is key to the development of the DES.

2.5 Definition

The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments. These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

2.6 Information to be gathered

- Recruitment, development and retention of disabled employees
 - Education opportunities available to and achievement of disabled children
 - Disabled parents guardians and other users of the school (All efforts to be made to collect information)
 - Make decisions on how the information is to be held in school, and how it interlinks with other registers.
- Confidentiality and need to know clauses required.

2.7 Impact assessment.

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure

that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

2.8 Identifying the main priorities for and deciding actions

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled children, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled children, staff and parents.

2.9 Implementation

The scheme will be supported by detailed action plans with oversight of the Trust Partners so that progress can be checked.

The Action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

2.10 The physical environment

We will endeavour to improve provision for disabled children and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, handrails and hoists as necessary;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with
- impaired sight; lowered handles for doors; visual steps on stairs; accommodation within the building, by providing
- toilets for disabled children,
- acoustic noise in targeted classrooms; and medical rooms for physiotherapy etc; furniture, by procuring rise-and-fall tables, sinks and portable ovens and hobs; information and communication technology, by selecting appropriate hardware and software; signage, by putting it in clear print.

2.11 The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all children can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that children with disabilities can participate.

2.12 Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the Aim Board will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training and are expected to take advantage of a

continuous programme of professional development. Henry Hinde Infant School will liaise with specialists to support individual children. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies.

2.13 Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to children. We also have procedures for when blood or other bodily substances have to be cleared away. The school has members of staff qualified in giving first-aid treatment and the emergency services will be called, should they be required.

2.14 Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognized symbol system, or through ICT. We always take account of disabilities, be they the children' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

2.15 Policy into practice

The Aim Board is responsible for the school's duty not to discriminate. A named partner and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate. The Principal will ensure that all members of staff are aware of their responsibilities to all children without exception. All members of staff are fully committed to the policy of not discriminating against children, parents or staff with disabilities. Parents and guardians are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Section 3

3.1 – Quality Assurance

This policy has been written with advice from the DfE and the governing body. It is the responsibility of the Academy Trustees to ensure that the policy is implemented correctly.

3.2 – Monitoring and Review

The Senior Leadership Team and Academy Trustees will monitor and review this policy every three years. We have high expectations of all our children. We monitor a range of data to make sure that all children are making the best progress possible, and that no groups of children are underachieving.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and student questionnaires.

Section 4

Accessibility Plan

Academy name: Henry Hinde Infant School

3-year period covered by the plan: November 2021 – November 2024

Plan agreed: 10th November 2021

Plan Review: 10th November 2022 / 10th November 2023

Lead member of staff: Rachel Howard (SENCO)

The Academy's Context:

We are a two form infant school, part of the Transforming Lives Educational Trust in Rugby. The school building is on 3 levels. Initially built in 1957, the school was extended upwards to create the additional year 2 classrooms.

The Academy's Aims:

How this Accessibility Plan has been agreed:

The priorities for the Accessibility Plan for our academy were identified by a planning group who consisted of:

- **Principal and SENCO**
- **Trustee for Inclusion and Safeguarding**
- **Business Operation and Estates Manager**
- **TLET SEND Lead**

This was informed by:

- An academy accessibility audit
- Discussion with the planning group
- Interviews with staff

Henry Hinde Infant School Accessibility Action Plan

1. Improving access to the physical environment

Objective: To ensure that the academy's physical environment is accessible to all pupils and fully meets their needs

Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
External Areas All staff, pupils, parents and visitors can enter /exit the school site	Installation of a buzzer/communication device at pedestrian and vehicle gate so that Reception are aware if assistance is required for disabled users. Ultimately electronic gates are required.		AW	All disabled visitors are able to enter the academy site whether through the pedestrian access or vehicular access.
External Areas Car Parking Any disabled driver has a clearly identified place to park and clear access into the school building.	Ensure that disabled parking space is not blocked and is available.	Ramp fitted to side entrance to Reception September 2022	FE/RH	Disabled space is always accessible.
External Areas Staff are aware of safest routes out of the building for all pupils, staff and visitors.	Establish whether wheelchair access is possible through fire doors at ground level.	Termly	FE	Staff are able to evacuate all stakeholders efficiently
Internal Areas Pupils are aware of where they can find key adults who will help them	Ensure that all adults' names are represented on the door where they can be found.	By the end of Spring Term 2022 Updated September 2022	FE to delegate photo taking and assigning task	All rooms have a sign identifying the adults who work there.
Internal Areas Appropriate safety notices are in place e.g. accessible to pupils and not irrelevant content e.g. No Smoking	Review of safety notices which are communication friendly	By the end of May 2022 Completed March 2022	RH and FE	Safety notices are in place for fire evacuation, specialist equipment etc

Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p>Internal Areas: In case of emergency, all pupils are able to exit safely from the building</p>	<p>Explore pricing of finger locks on key internal doors to Reception/Year 1/Year which will deactivate in case of fire</p> <p>Ensure that pupils with a physical disability have Personal Escape and Evacuation Plans. Consider arrangements for Year 2 pupils who may have mobility issues.</p>	<p>TBA</p> <p>PEEPs in place for key children</p>	<p>AW</p> <p>FE/AW/RH</p>	<p>All door provide security during the working day and prevent absconding, but also ensure that all pupils, staff and visitors can exit safely if required.</p> <p>There is a clear plan for pupils with physical difficulties to be able to exit the building safely.</p>
<p>Internal Areas: There are calming spaces around the school and the sensory environment is supportive of those pupils with hypersensitivity to visual stimuli</p>	<p>Repainting of quiet room in neutral tones.</p> <p>Replacing of hall curtains</p> <p>Creation of less cluttered areas in the library area</p>	<p>By September 2023</p>	<p>FE/RH/AW</p>	<p>There is a quiet room, calm areas in the library and near each year group where pupils have opportunities for sensory regulation away from visually stimulating areas</p>
<p>Internal areas Potential disabled staff are able to access areas such as the EYFS, meeting rooms and library.</p> <p>Potential disabled staff are able to access all teaching areas</p>	<p>Consider installation of a stair lift on the stairs outside the head teacher's office.</p> <p>If a member of staff is recruited with physical needs, allocate to ground floor level classroom and adapt classes as appropriate.</p> <p>For future building projects, consider access to upper floors.</p>	<p>On a rolling programme</p> <p>TBC</p>	<p>AW/FE</p> <p>AW/FE</p>	<p>Any pupils, staff and visitors with physical disability can access Reception, Year 1 classrooms and library and offices</p> <p>Staff are able to teach any year group regardless of any physical needs.</p>

