

Battle Hill Primary School

Accessibility Plan

Date plan last reviewed: 14.02.2024
Next review date: February 2027

Signed by:

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14.02.24

Headteacher

Date:

Mr K Hartridge

14.02.24

Chair of governors

Date:

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Statement of intent

This plan outlines how Battle Hill 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 Equality 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 will 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.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. 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.

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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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Planning duty 1: Curriculum

Objective	What	Who	When	Outcome	Review
Pupils with SEND can have full access to the curriculum at Battle Hill Primary School, including visits, trips and clubs.	Ensure that staff use the graduated approach to respond to needs within school. This will be overseen by the SENDCo and Headteacher and monitored during learning walks identified on the school's monitoring cycle.	Teaching Staff Headteacher SENDCo	Ongoing	All pupils will be fully included in the curriculum at Battle Hill Primary School. Children with SEND will be fully included in visits, trips and clubs.	2027
Teachers will make adaptations to learning when appropriate to ensure all pupils can access their learning.	All staff to have up to date training which reflects current needs within school and will know how to make reasonable adjustments to the curriculum. Work collaboratively with external professionals to assess needs and ensure all pupils are able to access the curriculum.	Teaching Staff Support Staff SLT SENDCo	Ongoing	All pupils will be able to access the curriculum. There will be evidence of adaptations being made for pupils during learning walks and observations. Adaptations will be recorded on Provision Map.	2027
Ensure all families are fully included in school life.	Consult disabled users/employees/pupils to inform practice in this area. Staff be mindful of the needs of the families they work with and share information appropriately eg during transition times. Signpost parents to SENDIASS as appropriate for accessible, impartial	All Staff SLT	Ongoing	All families will be fully included in school life and will not face barriers because of additional needs or disabilities.	2027

	and factual advice, information and support.				
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Planning duty 2: Physical environment

Objective	What	Who	When	Outcome	Review
<p>Ensure that accessibility is not a barrier for any pupil or group who may attend school.</p>	<p>Audit the needs of our school community and those who visit school.</p> <p>Make any reasonable adjustments needed, working in partnership with the Local Authority.</p> <p>Health and Safety annual audits.</p> <p>Work collaboratively with other professionals such as physiotherapists and occupational therapists as appropriate.</p>	<p>SENDCo Site Manager Headteacher</p>	<p>Annually</p>	<p>No individual or group will have any physical barrier to accessing school.</p>	<p>2027</p>
<p>Continue to implement evacuation procedures for individuals who may require support.</p>	<p>Pupils to be audited annually and staff ensure all pupils have personal evacuation plans where needed.</p> <p>Audit staff to ensure all staff are able to follow evacuation procedures safely.</p> <p>Regular fire drills to ensure procedures remain appropriate.</p>	<p>Headteacher SLT</p>	<p>Ongoing</p>	<p>All individuals and groups will be aware of safe evacuation procedures and follow these accordingly.</p>	<p>2027</p>

Planning duty 3: Information

Objective	What	Who	When	Outcome	Review
Ensure communications are accessible to all.	<p>Carry out audit of communications with parents and conduct research into effective communications in schools.</p> <p>Use findings to make improvements which are agreed and appropriate for our school.</p> <p>Teachers will share information about families in their classes to ensure that new teachers are aware of any parents etc who may need adapted forms of communication.</p> <p>Continue to offer time to discuss communications with a statement such as 'Please contact us if you have any further questions.'</p> <p>Signpost parents to SENDIASS as appropriate for accessible, impartial and factual advice, information and support.</p>	SLT SENDCo	2023-24	All groups in school will be able to access and understand information that is communicated by school and external professionals.	2027

Monitoring and review

This plan will be monitored annually and reviewed every 3 years. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Next review date February 2027