



'Inspiring learning for life'

Hackleton CEVA Primary School

Accessibility Plan 2021-2024

Statement of Intent

This plan outlines the proposals of the governing body of Hackleton CEVA Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services. This covers improvements to the physical environment of the school and physical aids to access education.
- Increasing the extent to which pupils with disabilities can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improving the delivery of information to pupils, staff, parents and visitors with disabilities.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 the:

- Parents of pupils
- Headteacher and other relevant members of staff
- Governors
- External partners

Accessibility Plan 2021-2024 – Improving Physical Access

Target	Strategies	Timescale	Expected Outcomes
To be aware of the access needs of disabled children, staff, governors and parents/ carers.	<ul style="list-style-type: none"> • School staff and governors are aware of any access issues to and from the school building and grounds. • Needs of parents/carers to access the school building are monitored and kept up to date. • Ensure a Personal Emergency Evacuation Plan (PEEP) is prepared and reviewed for pupil or adult who is or becomes physically impaired. 	On-going	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that disabled pupils' needs are met. • Measures ensure any new needs arising are met. • Parents have access to all required areas of school. • PEEPs are prepared and reviewed as individual needs change.
Maintain safety for visually impaired people.	<ul style="list-style-type: none"> • Yellow paint required on edges of steps and other edges where required. • Hazard tape to be added to play equipment where required. 	Annually, and as new children join the school throughout the year	Visually impaired children and adults feel safe in school grounds.
Accessible car parking	Remodelling of the staff car park with designated space for disabled parking with access to the school building.	October 2021	Designated space for disabled members of staff and visitors to park throughout the school day.
Improve accessibility to ICT suite, library and staff room areas when required.	Identify, fund and put in place most suitable means of access (e.g. stair lift with wheelchair upstairs)	When required	Ensure equal access to all areas of the school.

Accessibility Plan 2021-2024 – Improving Curriculum Access

Target	Strategies	Timescale	Expected Outcomes
School visits and trips accessible for all pupils	<ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability. Complete required risk assessments prior to trips to ensure any accessibility issues have been identified and steps put in place to meet the needs of pupils. 	Ongoing	All pupils are able to access all school trips and take part in a range of activities.
PE curriculum is inclusive for all pupils.	<ul style="list-style-type: none"> PE curriculum includes disability sports. Pupils have opportunities to take part in competitions run for SEND. 	Ongoing	All pupils have access to PE and are able to excel, for example via support from an adult.
Ensure inclusivity for all pupils, including those with disabilities, in lunchtime and extra-curricular activities.	<ul style="list-style-type: none"> Identify any support that may be required to enable participation for individual pupils. Identify any adaptations that could be made to enable participation for individual pupils. 	Ongoing	All pupils, including those with disabilities, feel able to participate equally in lunchtime and extra-curricular activities.
Staff training for identified needs of specific disability issues.	<ul style="list-style-type: none"> Identify training needs as they arise and resource suitable training, 	On-going	Raised confidence and ability to support pupil's specific needs.
Use of technology to improve pupil access to learning opportunities.	<ul style="list-style-type: none"> Develop pupil skills using technology where this will have a positive impact on their learning, e.g. talk to text, touch typing. 	From summer term 2021	Pupils are able to successfully use technology to support their learning and show increased confidence in areas where they previously struggled.

Accessibility Plan 2021-2024 – Improving Delivery of Information

Target	Strategies	Timescale	Expected Outcomes
School publications for parents available in alternative formats.	School publications will be revised into a format that is required when requested.	On-going	School publications are accessible to all.
Meetings held remotely, including parent consultation meetings.	<ul style="list-style-type: none"> Meetings organised using Teams to enable access to all. Parent consultation meetings to be held remotely to improve access for all. 	On-going From autumn 2021	Meetings can be held to meet individual needs and ensure access for all.