ACCESSIBILITY PLAN 2024-27

At Haseltine Primary School we are aware of our duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The purpose of the accessibility plan is to fulfil all of the above. Haseltine is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We also challenge negative attitudes about disability and accessibility and promote a culture of awareness, tolerance and inclusion.

Aims

1) Improving education and related activities: The school will seek and follow the advice of the LA services such as specialist teachers, advisers and outreach departments and appropriate professionals from the local NHS

2) Improving the physical environment: The school will take account all reasonable changes to be able to support the needs of pupils and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishments of the site.

3) Improving the provision of information: The school will make itself aware of local services, including those provided through the LA, for help in providing information in alternative formats when required or requested
We are restricted in terms of access because of the fact that the school is on three levels with no lift. However, accessibility would be reviewed if there were any planned changes to the building or site.

What we have achieved :	Strategies	Responsibility	Success Criteria	Time Frame
Equality and Inclusion				
Accessibility Plan is an annual agenda item at Haseltine Governing Body meetings.	• Clerk to Governors adds to list for	Governors	Adherence to legislation	Annually

	Governing Body meetings.			
Staff are trained on awareness of disability issues.	• We provide training for members of the school community as appropriate.	SLT/SENDCo	Whole school community aware of issues.	Ongoing
We ensure that all policies consider the implications of disability access.	• Consider in the reviewing of all policies.	Governing Body	Policies reflect current legislation	Ongoing
Physical Environment				
We maintain and develop accessibility of the building.	• PEEPs for individual pupils maintained and up to date. • All plans for new works to include accessibility.	Governing Body/SLT	• All staff working with children who have PEEPs are made aware, and have a copy, of these. • All plans for new works to include accessibility.	On-going
We ensure that the corridors are kept clear to enable all to access the classrooms.	• Keep corridors tidy and clear including after school – investigate storage • Class monitors identified	After school manager, premises manager	Corridors are kept clear and tidy to allow all to have access to classrooms	Daily
We ensure that the school is as accessible as possible	• Access into and around school and reception to be fully compliant • Access gate wide enough for a wheelchair user	Premises Manager, SLT, Governing Body	People of all abilities to feel included	On-going

	• Designated disabled parking • Automatic doors into the Reception/ office area • Wide doors and corridors • Clear route through school • Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint for the visually impaired			
We ensure toilets are accessible for all	• Identified disabled toilet on the decking outside	Premises manager	Toilets are available to all	Daily
Curriculum Access				
We continue to train staff to enable them to meet the needs of children with a range of SEND.	• SENDCo provides/organises training opportunities for staff in line with requirement.	SENDCo	Staff are able to enable children with SEND to access the curriculum.	On-going
We ensure that we meet the needs of individuals during KS2 SATs tests.	• Children are assessed, in accordance with regular classroom practice and additional time, use of a reader or	DH/SENDCo	Barriers to learning will be reduced or removed, so enabling children to succeed.	Annually

	a scribe will be applied for as required.			
Medical Needs of Pupils				
We ensure that the medical needs of all pupils are met fully within the capability of the school.	• To conduct parent interviews • Create individual risk assessments • To liaise with external agencies • Make relevant referrals to external agencies • To identify training needs	DHT/SENDCo and First Aid leader	All children needing medications are looked after	On-going
Written/Other Information				
We ensure that all parents/carers and other members of the school community can access information.	• Written information is provided in alternative formats as necessary.	Office manager	All parents/carers and other members of the school community are able to access information.	As required
We ensure that parents who are unable to attend the school will have the opportunity to access parent/carer meetings with class teachers.	• Class teachers to conduct parent/carer meetings by phone, in the library on the ground floor or send home written information.	Class teachers	Parents are kept up to date with their child's progress in school.	Termly
Targets	Areas	Strategies	Timescale/responsibility	Success criteria

To enable wheelchair access	The ground floor & outside area	The building is over three storeys with no lift, the ground floor is completely accessible throughout	If necessary, a classroom on the bottom floor could be made available and converted	Enabling needs to be met where possible. Arrangements in place to support all stakeholders
To ensure all parent/carers who require support in the case of an evacuation have a PEEP	Fire exits from the hall	Office staff prepare PEEPs for visitors Headteacher to speak to parents at performances	Office staff	All parents have equal access to productions

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Reviewed: July 2024 by Sara Anderman
Next Review date: July 2027 or sooner if a situation requires it