

## HYNDBURN PARK PRIMARY SCHOOL ACCESSIBILITY PLAN

At Hyndburn Park Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no 'invisible' children here, recognising everyone's uniqueness and success. We recognise learning in all its forms, and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve well.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 unlawfully discriminate against pupils because of sex, race, disability, religion or belief or 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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### OBJECTIVES

Hyndburn Park Primary School Primary is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and / or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and Discipline Policy;
- Curriculum Policies;
- Emergency Disaster Plan;
- Health & Safety Policy;
- School Improvement Plan;
- Special Educational Needs Policy; and the
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored by the Resources Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

ACTION PLAN – NOVEMBER 2019

| Item | Areas                   | Current good practice   | Actions   | Timescale          | Costs | Date Achieved |
|------|-------------------------|---|---|--------------------|-------|---------------|
| 1    | Car park                | The car park is only a walk through for those who have used the car park. All other pedestrians use the walk way on the perimeter around the car park.                                      |   |                    |       |               |
| 2    |                         | There is no specific designated disabled parking spot. There is a reserved spot close to the entrance of the school, which is left, when necessary, for blue badge holder visitors.         |   |                    |       |               |
| 3    |                         | Signage is visible by the electronic gate for pedestrians not to walk through the car park and there is also a sign to keep the gate closed between the entrance walk way and the car park. |   |                    |       |               |
| 4    | Outside steps and ramps | There is ramp access on the infant playground and there are double doors in front of the main access points. Grit is placed on the steps, ramps and pathways as and when necessary.         | Nosing currently being attended to - main entrance, middle entrance (ramp access) and by the entrance at the back by the KS2 playground – RP. | By September 2020. |       |               |
| 5    | Entrances               | Weekly checks are carried out on doorways to ensure they open and close correctly. All fire exits are checked on a weekly basis, as are lights. All areas have an evacuation map.           |   |                    |       |               |

|    |                                 |  |   |                         |  |  |
|----|---------------------------------|--|---|-------------------------|--|--|
| 6  | Reception area and desk         | There are three seats in the reception area, all of which have arms. The entrance to the school office has a glass window and the shelf under the window could be accessed by a wheelchair user.                                     | Enquire about a portable induction loop for the use of hearing-impaired visitors / parents – JH and RP. | By February 2020.       |  |  |
| 12 | Signage                         | Specific signs are placed on doorways. The relevant emergency signs are visible.   | Complete update – JH and PW.  | December 2019.          |  |  |
| 16 | Internal ramps                  | There is an internal ramp between the EYFS department and KSI; it has one handrail.  |   |                         |  |  |
| 17 | Internal doors                  | Doors are checked on a regular basis for the closing speed and wear and tear, and a fire door check is carried out weekly. All windows are checked and all main doors have a D style handle.   |   |                         |  |  |
| 21 | WC provision for disabled users | The accessible toilets have recently been refurbished and have easy access to / from the external ramp. The accessible toilets can be accessed by a wheelchair user. Some of members of staff have had moving and handling training. |   |                         |  |  |
| 25 | Staffroom                       | There is a variety of different seating in the staffroom.  |   |                         |  |  |
| 26 | Means of escape                 | All escape routes are checked and are clear – this is done on a daily basis. Fire doors are checked weekly. All rooms have an evacuation plan.   |   |                         |  |  |
| 31 | Outdoors                        | There is a forest school. Daily safety checks are carried out and it is only open weather permitted.   | No access for a wheelchair user. This would be very expensive to alter access.                          | If / when funds permit. |  |  |

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

SENDCO: \_\_\_\_\_ Date: \_\_\_\_\_

Governor: \_\_\_\_\_ Date: \_\_\_\_\_