



Hotwells Primary School

Accessibility Plan 2019 – 2022

'Learning to Bring out the Best in Everyone'

Last reviewed: March 2019

Next review date: March 2020

Accessibility Plan 2019 – 2022

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Reviewed by:	TLS Committee	

At Hotwells Primary School, we are 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 are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. At Hotwells Primary School we regularly review the accessibility needs of all members of our school community and respond to any additional accessibility needs as they arise.

Hotwells Primary School is aware that it has a general 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.

It also takes into account Section 100 of the Children and Families Act 2014 which places a duty on governing bodies to make arrangements for supporting pupils at their school with medical conditions'. With this in mind this Accessibility Plan has been drawn up in consultation with parents, staff and governors of the school and covers the period from April 2016 - March 2019.

The governing board 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 annually in consultation with:

- The Headteacher and other relevant members of staff
- Governors
- External partners, if applicable

The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all other pupils; (If a school fails to do this they are in breach of the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

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Physical Environment				
Targets	Strategies	Outcome	Timeframe and Responsible person.	Monitoring
Ensure that the staff are aware of the areas of the school building and grounds that are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Accessibility Audit carried out annually. Termly Health and Safety walk around considers accessibility arrangements.	Action plan developed from audit and areas modified where improvements are possible.	SBM/SENCO/Deputy Head- Annually to be audited in Term 4.	
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	SBM- On going	
Ensure that accessibility is considered when a child or member of staff joins the school.	Staff induction processes include discussions around accessibility needs. New starter forms for children include an assessment of the child's additional educational and physical needs.	Modifications made to the physical environment where possible.	SBM, Office Admin., SENDCO	

Curriculum				
Targets	Strategies	Outcome	Timeframe and Responsible person.	Monitoring
Training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with additional needs, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	SENCO - On-going	
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Class Teachers aware of any pupils with accessibility needs. Providers are made aware of the needs of all children . Risk assessments to ensure that these needs are taken in account	All pupils are able to participate in out of school activities	Teachers/ SBM/SENCO - On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms. Taking advice from relevant outside agencies.	All pupils are able access classroom learning	Teachers/ SBM/SENCO - On going.	
Access arrangements to meet individual's needs for assessment are identified.	The school will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	SENCO / Assessment Leader/ Teacher- On-going	

School to identify pupils who may require curriculum material / resources in alternative languages and/or translation services.	New starter forms to indicate family first language and level of English. Teachers assess whether resources are required in languages other than English.	EAL pupils will have access to resources in alternative languages when required.	Office staff identify from new starter forms and share information with SLT / Class Teachers. Teachers arrange support as required. EAL Leader. On going	
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Written / Other Information				
Targets	Strategies	Outcome	Timeframe and Responsible person.	Monitoring
To ensure all stakeholders are able to access communication from the school.	Ensure parents are aware that information is available in other format. The school will make use of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Office staff- Ongoing. Head teacher to ensure newsletter includes offer of alternative format.	
School to identify families who may require information in alternative languages and/or interpreter for meetings.	New starter forms to indicate family first language and whether communication is required in languages other than English. School to make use of translation service.	EAL families will have access to information in alternative languages when required.	Office staff identify from new starter forms and arrange support as required. On going	