



Accessibility Policy

Policy Reviewed: June 2023

Approved by Governors: June 2023

Policy Review Date: June 2026

Accessibility Plan 2023

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. At Hilderthorpe Primary School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible enabling them to make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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

1. Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
2. Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers
3. Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

Development and Review

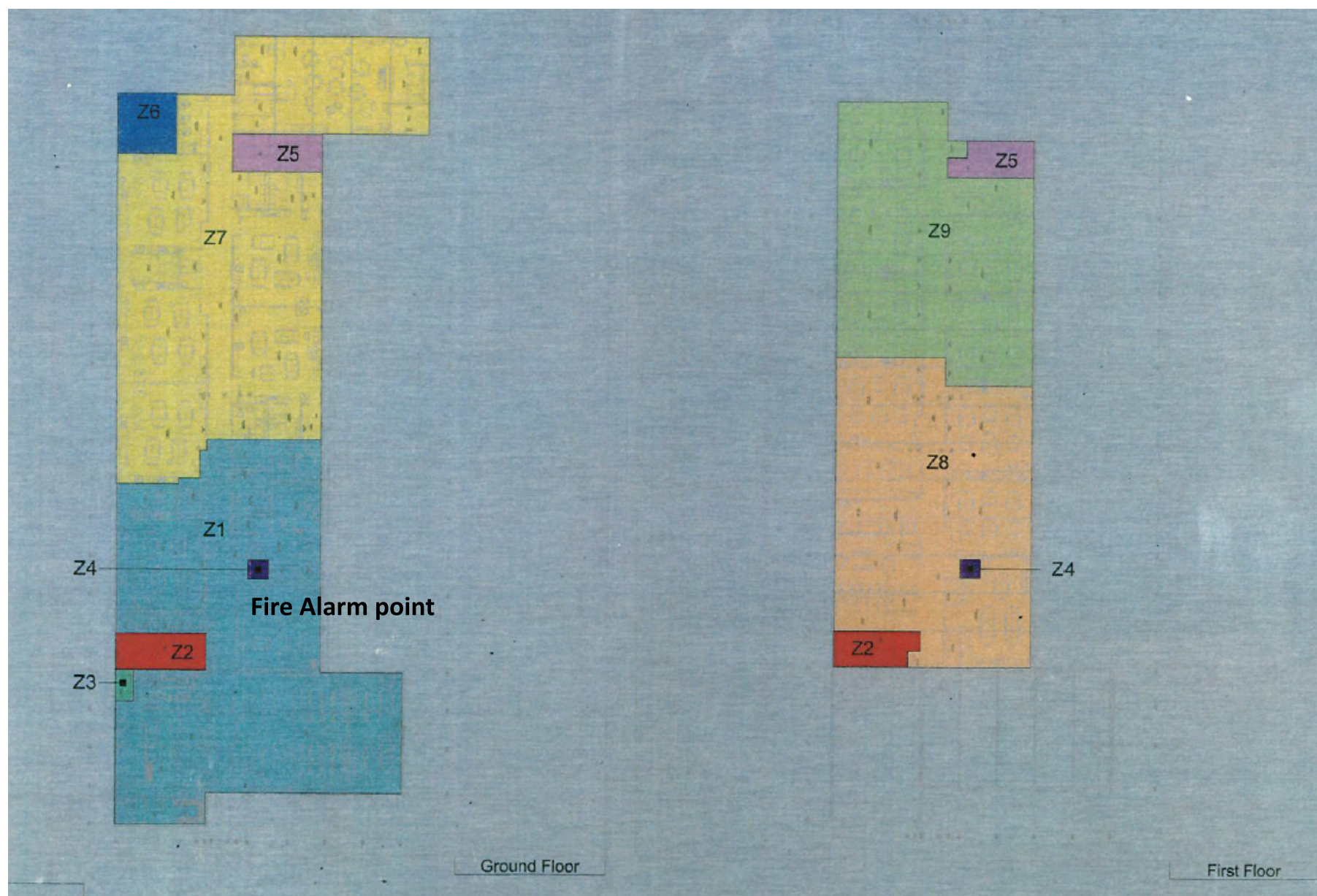
- The plan will be on the school website and reviewed annually by the Leadership team to ensure it is effective.
- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	We use resources tailored to the needs of pupils who require support to access the curriculum	Curriculum is reviewed to ensure pupils continue to make excellent progress towards challenging objectives Raise awareness of good communication to all the school community	Ensure the effectiveness of the curriculum models. Review the curriculum to ensure it meets the current needs of all pupils. Update policies and procedures to ensure curriculum is accessible to all learners.	Subject Leaders	
Improve and maintain access to the physical environment	New Building February 2019 specifically designed to meet all learner needs and access to the physical environment	No current access issues to building on ground floor. Lift in situ to access first floor. Disability refugee areas with call points at both ends of first floor landing.	Ensure environment under constant review and maintenance	Head Teacher School Business Manager Caretaker	
Improve the delivery of written information to pupils	The school uses a range of communication methods supported by our SEN and Speech and Language staff to ensure information is accessible and inclusive.	To review the effectiveness of communication strategies across the school	To complete an audit and update policy to ensure all pupils improve their communication skills and written information is available in alternative formats	Senco	

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete actions by
Number of Floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Caretaker	Ongoing
Corridor Access	Corridors have wheelchair parking bays as required	Ensure pupil equipment does not block the corridors – visual inspection on site check	Headteacher Site Caretaker	Ongoing
Lifts	Service Level Agreement Maintained	Services under Cyclical Maintenance Programme and as required under SLA	Site Caretaker	Ongoing
Parking Bays	Disabled parking bay – signage	Services under Cyclical Maintenance Programme and as required under SLA	Site Caretaker	Ongoing
Entrance	Automatic front doors – main school/visitors entrance.	Maintain and service under cyclical maintenance programme under SLA		Ongoing
Hoists	Hygiene Room has hoist installed	Maintain and service under cyclical maintenance programme under SLA		Ongoing
Toilets	Disabled access and alarms installed in staff/visitor and pupils toilet areas	Testing and Service – site check lists weekly		Ongoing
Reception	Access for wheelchair approach to counter and automatic entrance doors to lobby			Ongoing
Emergency Escape Routes	Fire evacuation plans in place	Weekly testing of systems and maintenance. Practice evacuation half termly	Site Caretaker	Ongoing
Medical Requirements	Hygiene Room with disability access/privacy and equipment.	Ensure training for staff for specific illnesses – record keeping - reporting and safeguarding of pupils	Headteacher	Ongoing

Physical Access

Access Report Zone	item	Activity	Timescale	Cost
Access Zone 1 – Light blue	Ground Floor Access Level – All Zones	All one level – building is accessible for children and adults.		
Zone 2 + Zone 5– Red + Lilac	Stairs to upper floor	Not Accessible for wheelchair users (lift available) Wheelchair refugee area at top of each stair with Evacuation Chair and Call Point for emergency voice communication system.		
Zone 3 – Green	External Access to PE Equipment Store	External Accessibility		
Zone 4 – Purple	Passenger Lift	Wheelchair access for first floor		
Zone 6 – Blue	Boiler House – restricted access	Caretaker /Maintenance Access only		
Zone 7 + 8 + 9	Classrooms	Mobility/ reviewed termly/as required		



Teaching and Learning Access

Access Report Zone	item	Activity	Timescale	Cost
All Zones	Resources	Senco reviews through assessments of children's needs.	Constantly reviewed through monitoring processes and professional/family meetings.	
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		Resources are sourced where needed in collaboration with class teachers to ensure accessible to all		
	Well Being			
	Emotional Literacy Support	Staff trained to support Emotional Literacy		
	Nurture Schools	Recognised in 2020 as a Nurture School		
	Investors in Pupils	Recognised in 2019 as Investor in Pupils School (continued from previous)		
	Nurture Schools	Recognised in 2019 as a Nurture School		
	Social Care Worker on Site			

Monitoring

Document to be reviewed every **3 years**, but may be reviewed and updated more frequently if necessary.

It will be approved byREV Richard Hare at the Full Governing Body meeting..... Chair of Governors

OnTuesday 20th June 2023..... Date

Links with other policies

- Risk Assessment
- Health and Safety
- Equality and Diversity
- Special Educational Needs
- Supporting pupils with Medical Needs