

HAGUE BAR PRIMARY SCHOOL



ACCESSIBILITY PLAN

November 2022 – 2023

Accessibility Plan

Hague Bar Primary School is a happy and caring community school, where all are welcomed and valued. We believe that every child has a right to an education that prepares them for life and their place in society and we work together to achieve the best for all the pupils in our care. We strive to promote a love of learning through a broad and balanced curriculum. Our school values are interwoven in every aspect of school life here at Hague Bar Primary School.

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 and 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.

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

Hague Bar Primary School 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 parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hague Bar Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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.

The Hague Bar Primary School 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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body (FGB).

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENDCO**
- **Caretaker**
- **SBM**

A plan of the school buildings is kept in the school office with this plan.

Written by: Karen McCurdy (Head of School)

Date: November 2022

Review Date: November 2025

Physical access audit and plan						
Item	Issue	Yes	No	N/A	Action/Notes	Timescale
1	Is furniture and equipment selected, adjusted and located appropriately?	X				
2	Are pathways and routes logical and well signed?		X		Explore and get quotes for signage to direct people around school premises	2022/23
3	Do you have emergency and evacuation procedures to alert all students?	X				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X				
5	Do furniture layouts allow easy movement for students with disabilities?	X				
6	Are quiet rooms/calming rooms available to children who need this facility?		X		Quiet areas are in development (in house) to provide a safe and quiet space for children who need it	
7	Are car parking spaces reserved for disabled people near the main entrance?	X			Car parking is in the school playground and only accessible through locked gates.	
8	Are there any barriers to easy movement around the site and to the main entrance?	X			Gates to car park are locked but no system to alert the office that someone is waiting there. Investigate purchase of video doorbell/intercom	22/23
9	Are steps needed for access to the main entrance?	X			There are steps at the pedestrian entrance which leads to main entrance.	2022/23
10	Do all steps have contrasting edging?		X		Caretaker to paint the edging of steps that are faded and to edge the steps leading down to the road from the main entrance in contrasting paint	2022-23
11	If there are steps, is a ramp provided to access the main entrance?		X		Access could be gained through vehicle entrance if intercom/doorbell fitted.	2022-23

12	Is the path around school level?	X				
13	Are significant drops marked off with a rail and/or alternative provision?		X		Plans have been submitted to DCC by SSEN team install a fence at the step drop off on the playground.	To be installed by DCC 2023
14	Is there a continuous handrail on each ramp and stair flight and landing.	X				
15	Is it possible for a wheelchair user to get through the principal door unaided?		X			
16	If no, is an alternative wheelchair accessible entrance provided?	X			Wheelchair access through the hall	
17	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X				
18	Do all internal doors allow a wheelchair user to get through unaided?		X		All doors need to be opened by a non-wheelchair user due to opening mechanisms	
19	Do all the corridors have a clear, unobstructed width of 1.2m?	x				
20	Does each corridor/block/building have a wheelchair accessible toilet?	x				
21	Does the relevant block have accessible changing rooms?	X			Disabled toilet has changing bed	
22	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	x				

23	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		X			
24	Is there a continuous handrail on each internal stair flight?	X				
25	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X			
26	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	X				
27	Are non-visual guides used to assist people to use the buildings?		X			
28	Could any of the décor be confusing or disorientating for students with disabilities?	X				
29	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults would be accompanied and would be visually notified.	
30	Is a hearing induction loop available (either fixed or portable) in the school?		X			

Learning access and audit						
Item	Issue	Yes	No	N/A	Action/Notes	Timescale
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X		Currently no training is in place. Training is reviewed termly as part of the Head of School's report and the Head of School will work with the school SENDCo to identify any training that staff can access to help	Reviewed termly and implemented on a needs basis

					support awareness of disabilities.	
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.	
3	Do all staff seek to remove all barriers to learning and participation?	X				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need. Reasonable adjustments are made when needed.	

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and youngpeople with disabilities to be fully included in the curriculum?	X				
8	Are all staff encouraged to recognise and allowfor the additional time required by some students with disabilities to use equipment in practical work?	X				
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to becarried out based on individual needs. Laptops available to support children with learning if needed.	

Information access and audit plan

Item	Issue	Yes	No	N/A	Action/Notes	Timescale
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X		Specific assessments are based on individual need.	
2	Do you have the facilities such as ICT to produce written information in different formats?	X				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X				

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
All steps to have contrast edging	Head of School Caretaker	Jan 23	All steps to have contrast edging to reduce the risk of falling	
To install a safe fencing section above the steep drop in the playground	Head of School SEND Specialist teacher DCC	Feb 23	Fence installed to reduce risk of wheelchair travelling at uncontrollable speed.	
To gain quotes and implement signage around school to help navigate parents around the site	Head of School SBM	2022-23	School visitors can easily navigate around the school premises	
To create a quiet and calm area for children who require it	Head of School Teachers/TAs/ SENDCO	2022-23	A quiet and calm area is provided for children who need the area	
To gain quotes to price how much an intercom/video bell would be for vehicle access gate.	Head of School SBM	2022-23	Quotes available so school can allocate the funding needed to purchase most cost effective and safe option.	

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be researched, produced and be available in all classes.	SENDCO/ classteachers	On going	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENDCO	Ongoing	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs

Termly learning support meetings to take place to assess and address pupil needs.	Head of School/SENCO	Pupil progress meetings/SEN reviews	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Head of School	On going	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	On going
Staff trained to meet individual medical needs of pupils where applicable.	Head of School	On going	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs
Staff trained to safely move children with a physical disability	Head of School/SENDCO	Ongoing	Staff able to safely move child from wheelchair to changing table/standing frame/moderna chair etc	Moving and handling training provided by DCC

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non-readers, is clear and well situated	Head of School	Ad Hoc	Pupils are able to navigate the school regardless of any disability	
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Head of School	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	

