

Accessibility Plan

2022 - 2025



Hart Primary School

'To give all children the opportunity to be the best that they can be and have fullness of life.'

Prepared by: Headteacher

Approved: NLLT Board and Local Governing Body

Signature Chair Local Governing Body: Colin Reid

Date of Renewal: Autumn 2025

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents/carers is integral to the ethos of the school.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents/carers and members of the community which the school seeks to serve. Our pastoral work will strive to create and maintain such. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

Our Shared Values

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We believe that it is through the nurturing of the children, they will become equipped to develop the beginnings of their own values and our vision:

'to give all children the opportunity to be the best that that they can be and have fullness of life'

We share a common set of values that underpin all that we do in our work at Hart Primary School.

These values are:

- Friendship and Trust
- Compassion
- Always Our Best
- Thankfulness

Statement of Intent

“To give all the opportunity to be the best that they can be and have fullness of life.”

Hart Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal Framework

This policy has due regard to legislation including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of persons with Disabilities
- Equality Act 2010
- Education and Inspections Act 2006
- Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

Definition of Disability

- A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and Responsibilities

- Staff members will act in accordance with the school's Accessibility Plan at all times.
- The Head of School in conjunction with NLLT and LGB will create an Accessibility Plan with the intention of improving school's accessibility.
- LGB will be responsible for monitoring the accessibility plan.
- LGB will approve the accessibility plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- The Head of School will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- During any new starter meetings school will ensure they are aware of any disabilities or medical conditions.
- The Head of School is responsible for liaising with other professionals if any situations arise.
- All stakeholders will work in partnership to ensure quality support is provided.

Accessibility Plan

- The Accessibility Plan will be structured to complement and support NLLT's Equality Policy as well as the schools SEND Policy.
- The school will act in accordance with the Admissions Policy.
- The school will apply the same entry criteria to all pupils and potential pupils.

- The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- Information will be obtained on future pupils in order to facilitate advanced planning.
- Prospective parents of pupils with additional needs are invited to a meeting prior to starting to ensure school can provide effective support from the first day of entry.
- The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- The SENDCo will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- There are established procedures for the identification and support of pupils with SEND in place at the school.
- Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Monitoring and Review

This document will be reviewed every 3 years, but may be reviewed and updated more frequently, if necessary, for example the publication of new legislation or the admission of a child with a disability. It will be reviewed by Head of School and any changes will be approved by the LGB.

Links to Other Policies

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

- Health and safety policy
- Special Educational Needs and Disability Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Accessibility Plan 2022/2025

Aim: To increase the extent to which pupils with disabilities can participate in the curriculum.

Objective	Actions	Resources	Person Responsible	Timescale	Success Criteria
Ensure barriers to learning for SEND children are removed and resources are provided, including human resources, so that all children have access to the curriculum.	Provision of CPD for staff: <ul style="list-style-type: none"> • Sensory support • ASD • Expectations of SEND children • Developing independence in SEND children • Pictorial Exchange Communication System (PECs) • Medical issues • Engagement model 	Access to CPD providers	SENDCo Teachers Teaching Assistants	2022 – 2025	Staff will be confident in working with children with SEND and will be well equipped to remove barriers to learning. All children will have access to the curriculum.
	Purchase of resources to meet children’s needs and remove barriers: <ul style="list-style-type: none"> • Sensory equipment • KS2 decodable phonics books • Resources for children with Dyslexia 	Sensory equipment KS2 decodable books Coloured overlays Line guides Paper stands	SENDCo	2022 – 2025	Adequately resourced classrooms with resources which meet the needs of children. All children will have access to the curriculum.
	Improve pupil voice of those children with SEND, ensuring children can articulate their needs and how they feel they are being met.	My Books	SENDCo Teachers TAs	2022 – 2025	Children will be able to articulate their needs and how they are being met. SENDCo and teachers will consider the pupil’s point of view when writing personalised support plans.
	Increase the number of SEND children who participate in after-school clubs and enrichment activities.	Adults to supervise afterschool clubs and enrichment activities. Records of SEND children who attend after-school clubs and enrichment activities.	SENDCo Adults who supervise after-school clubs and enrichment activities.	2022 – 2025	Equality of opportunity for all children in enrichment activities. An increase in the number of SEND children who participate in enrichment activities.

Aim: To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.					
Objective	Actions	Resources	Person Responsible	Timescale	Success Criteria
Ensure the physical environment is suitable for child with hearing impairment.	<ul style="list-style-type: none"> Engage with teacher of the hearing impaired who will audit the physical learning environment. Installation of portable Hearing Loop equipment in order to maximise partially deaf child's hearing ability. Training of classroom teacher to use Hearing Loop. 	Portable Hearing Loop System.	Teacher of HI SENDCo Classroom Teacher	Initially Autumn term of 2022, then repeated for each new academic year as child moves classroom and changes teacher.	Child with hearing impairment will have improved hearing within the classroom environment.
Update school's fire evacuation plan, including Personal Emergency Evacuation Plans (PEEPs) for children with physical disabilities.	<ul style="list-style-type: none"> Update fire risk assessment. Update PEEPs for children who have a physical disability. Share fire risk assessment and PEEPs with all members of school staff. 	Services of external fire safety expert. PEEPs template.	SENDCo Office Manager Premises Assistant All staff	Fire risk assessment and PEEPs to be updated autumn 2022 and then reviewed annually.	Risk assessments will be in place to minimise the risk of fire. All staff will be aware of plans to evacuate those children who have a physical disability.
Provision of a calming, quiet room for children who need to self-regulate.	<ul style="list-style-type: none"> Development of current break out room to make the room more calming. Addition of sensory items to quiet room to aid children in self-regulation. 	Decorating equipment Sensory items	SENDCo Premises Assistant	Autumn 2022	Children will have a calm, quiet space to go when they need to self-regulate.
Ensure external access routes and areas for play are well maintained.	<ul style="list-style-type: none"> Office manager and premises assistant to conduct regular surveys of access routes and areas for play. Premises Assistant to ensure access routes and play areas are free from hazards, this includes removal of leaves and gritting of walkways. Premises Assistant to ensure any requires maintenance of access routes and play areas is carried out as a priority. 	Equipment to keep access areas clear, e.g. snow shovel, salt for gritting paths etc	Office Manager Premises Assistant	Ongoing – daily checks by Premises Assistant Regular surveys with Office Manager and Premises Assistant	Access routes and play areas will be free from hazards, ensuring they can be accessed by all.

Aim: To improve the availability and delivery of information to pupils, staff, parents and visitors with disabilities.					
Objective	Actions	Resources	Person Responsible	Timescale	Success Criteria
Ensure that classrooms are communication friendly.	<ul style="list-style-type: none"> • Make use of visual timetables and Now/Next boards to support those children with communication needs. • Ensure resources and equipment are dual coded in order to help children identify what it is that they need. • Implement the Pictorial Exchange Communication System (PECs) for use in classrooms where children have communication issues. • Provision of CPD for staff in the use of PECs 	Visual timetables Now/Next Boards Dual Coded Labels PECs	SENDCo Class Teachers TAs	Ongoing 2022 – 2025	Barriers for children with communication needs will be reduced.
Consider the methods used to inform and communicate with parents/carers to ensure that all parents/carers can access and understand the information.	<ul style="list-style-type: none"> • Offer information to parents in written, spoken and other formats where appropriate according to the specific needs of individuals. • Ensure arrangements for parental consultations consider the needs of all parents/carers 	Printed materials in different formats.	Admin Staff	Ongoing 2022 - 2025	All information will be accessible for all parents/carers.
To ensure smooth transition for all children from Primary to Secondary school.	<ul style="list-style-type: none"> • Disabled pupils are identified early and personal support plans in place in Y5 and Y6 in conjunction with partner secondary school and parents. • Completion of the Hartlepool Transition Tool, sharing this information with secondary schools in a timely matter so that pupils' needs are clearly understood in advance of transfer by key staff in secondary school and appropriate measures in place to meet their needs. • Ensure that similar procedures are established with secondary schools outside of the catchment area. 	PSPs for Disabled children Hartlepool Transition Tool	SENDCo/Inclusion Teams in both schools. Y5 and Y6 Teachers.	Ongoing 2022 - 2025	A smooth transition between Hart Primary School and the child's destination secondary school.