



Accessibility Policy and Accessibility Plan

Date:	4 th September 2024
Review Date:	September 2027
Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Agreed by Governors:	Date: September 2024
Headteacher:	Date: September 2024

Enjoy

Persevere

Succeed

ACCESSIBILITY POLICY

Introduction

At Emsworth Primary School we are committed to creating an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”.

The purpose of this policy is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

Definition of Disability

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.

Principles supporting the Accessibility Plan

Emsworth Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Areas of Planning Responsibility

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

All of the school building and the vast majority of the grounds is accessible for a child in a wheelchair. The only part of the school grounds that are not suitable for wheel chairs is the pond area and outside classroom which is accessed by a step.

The Current Range of Disabilities at Emsworth Primary School

The school has children with a range of disabilities which include Autistic Spectrum Condition, Downs Syndrome, and mild hearing and vision impairments. When children enter school with specific disabilities, the school contacts the Local Authority professionals for assessments, support and guidance for the staff and parents.

We have a number of children who have asthma, staff are aware of these children and inhalers are kept in the classrooms.

Some children have allergies or food intolerances/cultural food choices.

Emsworth Primary School Accessibility Plan 2024 - 2027

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	High-quality transition between the school and the nurseries and secondary schools we work with to ensure all staff are prepared to meet the needs of the child. Where needed, our school offers a differentiated curriculum for pupils based on their needs e.g. Hampshire's 21 step curriculum. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Training is provided as and when needed for all relevant staff to support their understanding of the child's needs. Policies are updated in line with the policy schedule and checked to ensure they reflect inclusive practices and procedures.	Pupils with a disability can access the curriculum.	SENCO to continually review what further access arrangements need to be made to ensure all learners can access the curriculum. SENCO to support with planning sessions for classes where needed to ensure needs are met in the classroom. Ensure pupils with a disability are identified early to provide most effective support in a timely manner, (if possible via baseline assessments completed within first 4 weeks of attending school) SENCO to collect annual pupil voice to review actions. Continue to build and strengthen networks with specialists/provisions	SENCO (RHI)	Ongoing	All learners who identify as disabled feel they are accessing the curriculum.

	During statutory assessments, children's needs are catered for with assessments arrangements to allow them to meet their potential. Welfare officer is available to meet with families as needed for support.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required, this includes: • The use of specific spaces such as the Hub • Corridor width is adequate • Parking is available if required • Disabled toilets and changing facilities available Children who need them, have PEEPS in place (personal emergency evacuation plans) Parents and carers views are sought through questionnaires and the suggestion box. The school environment has been toned down using hessian and more neutral colours to avoid over-stimulation. The school uses an external company to keep the outside areas cut back to support access to the building and grounds.	Pupils can access the building.	Currently no children or staff require the use of a wheelchair constantly. Ramps added to the entrance to the pond and outside classroom to future proof and allow equal access to all. Add visual aid to main office access e.g. light to aid those with a hearing impairment.	Headteacher and Governors	Ongoing	All learners have access to the necessary areas of the building to support their learning.
Improve the delivery of information to pupils and parents with a disability	Within the school, we use a range of communication methods as required to ensure information is accessible. This includes: • Internal and external signage • Large print resources • Induction loops • Pictorial or symbolic representations When communicating with parents, the majority of correspondence is sent out via Scopay (email). Written information is provided in alternative formats as necessary e.g. provided in a different language for parents.	The learning environment is language and visually rich and supports the needs of all learners.	SENCO to audit signage on an annual basis to ensure needs are met.	SENCO (RHI) Office Manager (KBA)	Ongoing	All learning environments are accessible.