**Harrow Gate Primary Academy Accessibility Plan 2018-2021**

**Purpose of the Plan**

The purpose of this plan is to show how Harrow Gate Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils.

**Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

**Legal Background**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

* increasing the extent to which disabled pupils can participate in the school curriculum, which 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
* improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. Harrow Gate Primary Academy 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.

**Contextual Information**

The whole of the school building and site is accessible to children in a wheelchair. There are two disabled toilets for wheelchair users.

**The Current Range of Disabilities within Harrow Gate Primary Academy**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, cerebral palsy, erbs palsy, epilepsy, various different allergies, Bi-Lateral Perthes, Hypermobility and Hepatitis C. When children enter school with specific disabilities, the school contacts the health professionals for assessments, support and guidance for the school and parents and where necessary risk assessments and Health Care plans are put into place.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Where appropriate staff are trained in meeting the medical needs of children in school such as how to use an Epi-pen for those children in school with nut allergies. Training has also being provided for staff as to how to keep all adults and children as safe as possible from infection linked to the child with Hepatitis C.

We have a few children who receive daily medication for various different medical reasons. These children are witnessed taking their medication by two members of staff and a document is signed and countersigned to state when the chid as taken the medication and that it was the correct stated dose. This file is kept in the main office area.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

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

All medical information is collated and available to staff in a central location for full information, it is kept in class shared files on the school network.

We have competent First Aiders who hold current First Aid certificates.

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| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum.  Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs following the Graduated Approach  The curriculum is reviewed to ensure it meets the needs of all pupils. | To ensure that all policies consider the implications of disability access | SLT to discuss and action changes where necessary with the other curriculum leaders. | Gemma Holloway SENCO | Dec 2018 – discussion  June 2019 – polices to be changed and implemented. | All Curriculum areas consider the needs and disabilities of all children in school and this is reflected in the polices and differentiation observed in school. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.  This includes:   * Ramps * Corridor width * Disabled parking bays * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height | To consider children’s access to areas such as the field if there is a time that we have childre |  |  |  |  |
| Improve the delivery of information to pupils with a disability | Explain your school’s approach here. Example:  Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Braille * Induction loops * Pictorial or symbolic representations |  |  |  |  |  |

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| **Targets** | **Strategies** | **Outcomes** | **Timeframe** | **Achieved** |
| **EQUALITY AND INCLUSION** | | | | |
| To ensure that the Accessibility Plan becomes an annual item at the FGB meetings. | Clerk to governors to add to list for FGB meetings. | Adherence to legislation. | Annually. |  |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | Whole school community aware of issues | On-going. |  |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Policies reflect current legislation. | On-going. |  |
| **PHYSICAL ENVIRONMENT** | | | | |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and **adults** and continue to improve access to the school’s physical environment for all. | Audit of accessibility of school buildings and grounds by Governors.  Suggest actions and implement as budget allows | Modifications will be made to the school building to improve access where possible. | On-going. |  |
| **CURRICULUM** | | | | |
| To continue to train staff to enable them to meet the needs of children with a range of SEN. | SENCo to review the needs of children and provide training for staff as needed. | Staff are able to enable all children to access the curriculum. | On-going. |  |
| To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc. | Review of out of school provision to ensure compliance with legislation. | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. | On-going. |  |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc. | Children will develop independent learning skills. | Reviewed termly by SENCo. |  |
| To meet the needs of individuals during statutory end of KS2 tests. | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential. | Annually. |  |
| **WRITTEN/OTHER INFORMATION** | | | | |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. | Written information will be provided in alternative formats as necessary. | As needed. |  |
| To ensure that parents who are unable to attend school, because of a disability, can access parents’ evenings. | Staff to hold parents’ evenings by phone or send home written information. | Parents are informed of children’s progress. | Termly. |  |

Approved by governors: Sept 2018

Review date: Sept 2021