 

Hutchinson Memorial CE First School

**Learning together for life.**

**‘Love one another.  As I have loved you.’  (John 13.34)**

At Hutchinson Memorial, our Christian foundations are at the heart of everything we do.  We strive for every child to be resilient, adaptable and to flourish in an ever-changing world through an inspiring, enriched curriculum.  Our vision is to provide a happy, loving, nurturing school where we can ignite a passion for learning and an ambition for everyone to fulfil their hopes and dreams.

Accessibility Plan 2021-2024

# Aims of the Accessibility Plan

This plan outlines how Hutchinson Memorial CE First School aims to improve access to education for pupils with disabilities as required under the Equality Act 2010.

The Equality Act defines an individual as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The purpose of the plan is to:

* Increase the extent to which pupils with disabilities can participate in the curriculum
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The Headteacher and other relevant members of staff.
* Governors.
* External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The Accessibility Audit**

The Governing Body undertake a regular Accessibility Audit.

The audit will cover the following three areas:

* **Access to the curriculum**– the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment**– the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information**– the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing Body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities**– this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities**– this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities**– this includes those with visual impairments and sensitivities
* **Auditory disabilities**– this includes those with hearing impairments and sensitivities
* **Comprehension**– this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.

Action Plan: Increase access to the Curriculum

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| Objective | Actions | Timescale  Who | Success Criteria | Complete |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement an appropriate layout of furniture and resources to support the independent learning of all pupils. | Annually / upon need  Classteachers  SENDCO | Well organised classrooms where all children can access resources to support their independent learning. | Yes with ongoing adaptations |
| Ensure appropriate high quality resources are available. | Liaise with external agencies and professionals to ensure that the appropriate resources are available tailored to the needs of pupils who require support to access the curriculum. | As appropriate  SENDCO | The curriculum is effectively adapted to ensure that all pupils achieve positive outcomes. | Yes – continually reviewed. |
| To ensure all staff receive appropriate training to support individuals’ needs effectively. | Intervention Training for support staff.  Phonics training for support staff.  Autism Outreach Training for all staff. | Annually refresh  SENDCO  January 2024 | All staff are able to work with increased knowledge and provide appropriate resources for all pupils. |  |
| Staff trained to support pupils with medical needs. | Epi-pen Training.  Asthma Training.  Training to support pupils with complex medical needs. | Annually  As needed. | Staff are suitable trained to support pupils with medical conditions. | Yes  Annual refresh |

Action Plan: Improve & maintain access to the physical environment

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| Objective | Actions | Timescale  Who | Success Criteria | Complete |
| Improve access to Main Office Entrance | Complete the Resurfacing of pathway from car park to main entrance. | July 2024 | Remaining area of pathway is resurfaced. |  |
| Remedial Playground work to be carried out. | Resurfacing of 20% of the playground (repairing broken, uneven tarmac). | July 2023 | Playground surface is even and fully accessible to all pupils. | Yes |
| Improve access to the pathway from car park to Pupils’ Entrance. | Remove step from car park to Pupils’ Entrance and replace with ramp. | 2022 | The environment is adapted to meet the needs of all pupils. | Yes |
| Improve access to EYFS outdoors. | Remove step from classroom door and replace with ramp. | July 2024 | The environment is adapted to meet the needs of all pupils. |  |
| Replace 2 classroom doors. | Doorways to the Den and Badgers’ classes are replaced increasing the width of entrance. | October 2023 | The environment is adapted to meet the needs of all pupils. |  |

Action Plan: Improve the availability of accessible information to pupils with disabilities.

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| Objective | Actions | Timescale  Who | Success Criteria | Complete |
| Ensure information is available in a variety of formats. | Information is made available in:   * Large Print * Braille * Pictorial or Symbolic Representations | As needed  SENDCO | Pupils have access to curriculum information and all other school information in a format that meets their needs | In line with current needs. |
| Ensure internal signage is suitable for non-readers, is clear and appropriately situated. | Replace existing internal signage.  Ensure all signage meets criteria for Enhanced Dyslexia Friendly Status | October 2024 | Pupils are able to navigate the school regardless of disabilities. | Yes |