



Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be'

Accessibility Plan

CRC Article 29: All children have the right to be the best that they can be.



Date policy approved/adopted	January 2021
Next review date	January 2024
Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Governor Signature:	<i>P. Crook</i>

Accessibility Plan

Date of Policy: January 2021

Review Date: January 2024

This policy should be read in conjunction with our:

- Safeguarding Policy;
- Keeping Children Safe in Education, September 2020;
- School Improvement Plan;
- SEND Policy;
- Respectful Relationships (Behaviour) Policy;
- School Security Policy;
- Educational Visits Policy;
- Supporting Children with Medical Conditions Policy;
- Premises and Management documents;
- Equalities Policy Statement;
- Equality Objective Summary.

This policy also links to:

- LA/School COVID-19 Risk Assessment, which can be found on our website at: www.timothyhackworthschool.co.uk
- Health and Safety Executive (HSE) www.hse.gov.uk
- Public Health England www.gov.uk/government/organisations/public-health-england
- National Health Service (NHS) www.nhs.uk

All policy and practice in Timothy Hackworth Primary School respect's children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Sildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the Basic Skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

1. Aims

Timothy Hackworth Primary School is required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to allow us to meet the requirements of our Disability Discrimination, SEND and Medical Policies and our Equality Statement and Objectives by doing the following:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled pupils.

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 plan will be made available online on the school website, and paper copies and copies in alternative formats are available upon request.

Timothy Hackworth Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including the understanding of disability issues.

Timothy Hackworth Primary School supports any available partnerships to develop and implement the plan.

Timothy Hackworth Primary School's Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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](#), '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.

Timothy Hackworth Primary School is 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.

3. Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p> <p><i>CRC Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>CRC Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>CRC Article 28 – All children have the right to an education.</i></p>	<p>The curriculum is differentiated to meet the needs of all pupils.</p> <p>Resources are tailored to the individual needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Further differentiation to be made for those children with SEND to identify and monitor progress from individual starting points.</p> <p>Teachers to understand and allow for the additional planning and effort necessary for children with SEND to be fully included in the curriculum.</p> <p>Use of technology to be considered when providing access to the curriculum for children with SEND.</p>	<p>SENDCO to monitor differentiation strategies and progress against individual targets using SEND Support Plans, teacher planning and classroom observations.</p> <p>Teachers to further develop skills in differentiation of the curriculum within their own year group and extending to earlier year group curriculums when necessary.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>System will be used for all identified SEND children across the school.</p>

<p>Improve and maintain access to the physical environment.</p> <p><i>CRC Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>CRC Article 19 – All children have the right to be safe.</i></p> <p><i>CRC Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>CRC Article 24 – All children have the right to be healthy.</i></p> <p><i>CRC Article 28 – All children have the right to an education.</i></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • ramps or level access to all buildings; • an accessible lift; • wide, unblocked corridors; • an accessible toilet and changing facility on both floors and in both buildings; • entrance buzzer and buttons at wheelchair height. 	<p>To investigate the possibility of emergency fire alarm lights to accompany the fire alarm system for people with a hearing impairment.</p> <p>Key staff to be trained in the use of the evac chair.</p>	<p>Investigate the cost and other implications of adding this to the existing system.</p> <p>Key members of staff to have training opportunities for using the evac chair.</p>	<p>HT</p> <p>DHT</p> <p>SENDCO</p> <p>School Business Manager</p>	<p>Ongoing</p>	<p>Key staff members are aware of equipment and procedures.</p>
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<p>Improve the delivery of information to all people with a disability.</p> <p><i>CRC Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>CRC Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>CRC Article 28 – All children have the right to an education.</i></p>	<p>Our school uses a range of communication methods to ensure information is accessible on request. This includes:</p> <ul style="list-style-type: none"> • large print resources; • support from school staff to clarify any required information as necessary; • clear internal signage. 	<p>To ensure the availability of materials in alternative formats is clearly visible on the school website.</p>	<p>SENDCO and School Business Manager to review and update website.</p>	<p>HT DHT SENDCO School Business Manager</p>	<p>Ongoing</p>	<p>Information clearly visible on the school website.</p>
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4. Monitoring Arrangements

The attached Action Plans are relating to key aspects of accessibility. These Action Plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. The Finance and Premises Committee review this policy every three years in the spring term or sooner if required.

Timothy Hackworth Primary School have worked in partnership with the LA in developing and implementing this Accessibility Plan.

OfSTED, as part of their inspection cycle, will monitor the Accessibility Plan.

Review Date: December 2023