



The
Hawthorns
Primary School

Accessibility Plan

Agreed and Adopted by the Governing Body on: 15th February 2022

Signed: J Dempster

The policy will be formally reviewed on: February 2025

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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 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.

We aim to be a fully inclusive school by catering for the uniqueness of each child.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school will work with Wokingham Borough Council to audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.

The school will seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.

Our 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

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.

3. Action Plan

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

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p>	<ul style="list-style-type: none"> • Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Annual reminder to parents and carers through newsletter to let the school know if they have problems with access to areas of the school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	<p>As required</p>	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils and all staff are aware of pupils' needs • All staff and governors are confident that their needs are met • Continuous monitoring to ensure any new needs are met • PEEPS are prepared and reviewed as individual needs change
<p>Maintain safety for visually impaired people</p>	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/yellow hazard tape on 	<p>Annually and as new children join the school throughout the year</p>	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds.

	poles at end of play equipment to help visually impaired children, if appropriate		
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> All disabled personnel and pupils have safe exits from school
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the gates into school 	On-going	<ul style="list-style-type: none"> There is a place for disabled members of staff and visitors to park throughout the school day
Ensure access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> All staff are trained to understand the barriers to learning created by disabilities and to effectively plan to ensure access to the curriculum 	On-going	<ul style="list-style-type: none"> All pupils are well supported and have good attainment and progress. Pupils who require emotional support for anxiety develop a good growth mindset and resilience enabling them to have good attainment and progress
All school visits and trips to be accessible to all pupils	<ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability 	On-going	<ul style="list-style-type: none"> All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> Review PE curriculum to include disability sports 	As required	<ul style="list-style-type: none"> All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> Discuss support required with external club providers Ensure there is a way of getting people with mobility issues/wheelchairs to the church where after school wraparound 	As required	<ul style="list-style-type: none"> Disabled children are able to access lunchtime and after school activities

	care is held.		
Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> Identify training needs at staff meetings 	On-going	<ul style="list-style-type: none"> Raised confidence of support staff
Ensure disabled children can move around the school	<ul style="list-style-type: none"> Make sure corridors are wide and clear of obstructions Library shelves at wheelchair accessible height Disabled toilets and changing facilities Furniture adaptation Ramps 	On-going	<ul style="list-style-type: none"> Disabled children are able to move easily around the school
Ensure a wide range of communication methods are used to ensure information is accessible to pupils with a disability	<ul style="list-style-type: none"> Use of internal signage Large print resources Induction loop in the hall Pictorial or symbolic representations Adult support 	On-going	<ul style="list-style-type: none"> Pupils with sensory disabilities have their needs met

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils with Medical Conditions Policy
- SIDP
- SEND Policy