

# Accessibility Policy and Plan

## Hawthorn Primary School



**Approved by:** Safeguarding

**Date:** November 2022

**Last reviewed on:** March 2022

**Next review due by:** November 2025

## Statement of Intent

At Hawthorn Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion. We aim to provide opportunities for all children to develop as independent, confident and successful learners, who have high aspirations and know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding to ensure that children are well prepared for life in modern Britain, and beyond.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Early Years Policy
- Equality and Diversity Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Behaviour and Wellbeing Policy
- Supporting Children with Medical Conditions Policy
- Admissions Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

## Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership. A person is defined as having a "**disability**" if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

## Context

Hawthorn Primary School is a one-form entry Primary School in Newcastle upon Tyne. We are a highly inclusive school with a broad and diverse range of need. All children have access to all lessons, including PE lessons, where reasonable adjustments are made to the curriculum in order to give them an appropriate experience of the subject. All children are encouraged to attend extra-curricula activities and trips.

The school Fire Evacuation Plan addresses any evacuation needs of people with additional needs. There are Personal Emergency Evacuation Plans (PEEP) in place for individuals requiring additional support.

There are at present no pupils for whom mobility is an issue, as the school in its present form is not compatible with DDA regulations.

Staff are well informed of the individual needs of children with whom they work with and regular training and CPD takes place in school to inform staff of different medical conditions and Special Educational Needs and Disabilities. Children with medical conditions have an up to date Care Plan which is agreed with Parents/Carers. We hold regular review meetings for children with SEND and work collaboratively with other professionals, where appropriate.

## Accessibility Plan

As a school we recognise our duties under the 2010 Equality Act and the SEN and Disability Act 2001 (SENDA):

- Not to treat disabled pupils less favourably for a reason related to their disability;

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase the access to education for disabled pupils;
- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### Key Aims

- To increase the extent to which disabled pupils can participate in the curriculum;
- To maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer – refer to the Accessibility Plan for restrictions;
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.
- Setting suitable learning challenges;
- Responding to the diverse needs of our pupils;
- Overcoming potential and existing barriers to learning and assessment for individuals or groups of pupils.

The Accessibility Plan should be read in consultation with the SEND Policy, the SEND Information Report and the Annual SEND Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school has taken to prevent pupils with SEN or disabilities from being treated less favorably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

The three areas to be considered in the plan are:

- **Improving education and related activities** – At Hawthorn Primary School we buy into specialist services such as Educational Psychology, Speech and Language Therapy and Occupational Therapy. We liaise with appropriate health professionals from the NHS trusts when we need their support and advice.
- **Improving the physical environment** – We consider the needs of our pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments on site, such as improving access, appropriate facilities and acoustics, accessible fixtures and fittings etc.
- **Improving the provision of information** – Hawthorn Primary School is aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

### Equal Opportunities

We strive to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equality of opportunity. Staff members are aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

### Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered. The school will make its best endeavors to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils. The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

### Monitoring and review

This policy will be reviewed every three years or when new legislation or guidance concerning equality and disability is published. The governing body, School Business Manager and Head Teacher will review the policy in collaboration with the SENCo. Equality impact assessments will be undertaken as and when school policies are reviewed.

## Accessibility Plan

<b>Property Name &amp; Address</b>	Hawthorn Primary School
<b>National Unique Property Number (NUPN)</b>	004510027652
<b>Directorate</b>	Children Services
<b>Division/Section</b>	Education

### Current service(s) being provided from the property:

Hawthorn is a Community Primary School situated at the end of Park Close within the residential area of Elswick. The school was built on a hill and as a result it has a variety of different levels. There are presently 217 pupils with an age range of 4 – 11 years and within these numbers there is an Additional Resourced Provision (ARP) with a maximum of 8 pupils with Social Emotional and Mental Health (SEMH) needs. In addition, the proportion of pupils known to be eligible for the Pupil Premium is well above average.

### Current Accessibility of Service

Hawthorn Primary School building consists of:

- Access by car via Park Close which has 15 car park areas situated on a hill and a further 10 shared park areas within adjoining Ashfield Nursery. None of these car parking areas have been identified as accessible parking areas and they are all situated outside the perimeter fencing of the school.
- Within the school perimeter there are 7 cars parking areas one of which is identified as an accessible parking area.
- Access by foot via 4 gateways, one accessible via Park Close through the MUGA, a second via the main gate and the other 2 gates are situated to the rear of the school, having access directly into the school yard.
- The building consists of entrance foyer, offices, WC facilities, classrooms, hall, hall rooms, kitchen and outside mobile classrooms. There is one accessible toilet within the foyer area and the only accessible area outside this would be the main hall and two hall rooms.

Due to the building being on a variety of levels, there are numerous steps connecting and within corridors and classrooms. Previous audit reports in February 2004 have confirmed that due to the age, size and structure of the building it would be impossible and impractical to provide lift facilities to provide wheelchair access to all areas of the school and they concluded that the building is and will remain, fundamentally inaccessible to a wheelchair user.

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
External spaces are as accessible as possible.	Regular maintenance and safety checks, cleaning of outdoor equipment and staff made aware of any faults in equipment. Liaise with appropriate external agencies to advise on changes/adaptations that need to be made to equipment.	On-going	All outdoor areas are accessible and can be used.
To ensure that children with SEN and/or disabilities are included in lesson planning.	All staff to be aware of any additional needs that children have in their class/year group.	On-going	Children's needs are matched in lessons, they are making progress and provision/resources are in place to enable them to access the curriculum.
To ensure written communication is clear for children/families with learning disabilities and visual impairment.	When appropriate: <ul style="list-style-type: none"> <li>• Enlarge font size, following recommendations from external agencies</li> <li>• Use simplified language</li> <li>• Ensure signage around the school is accessible</li> <li>• Assist our families with reading letters/filling in information</li> </ul>	On-going	Children and families are able to access the curriculum and information that they need.
To ensure that appropriate resources and access is provided for pupils with disabilities to enable learning.	<ul style="list-style-type: none"> <li>• Make sure children are able to move easily around the environment;</li> <li>• Language is simplified and visual aids are in place for pupils with communication difficulties</li> </ul>	On-going	All children's needs are catered for in lessons.