

# Hampton Primary Partnership Accessibility Plan

<b>Version</b>	<b>Date</b>	<b>Comments</b>
1	November 2014	
2	January 2016	
3	January 19	Incorporating HISN and HJS
4	May 2022	Updated information regarding the Equality Act
5	June 2023	Updated information regarding pupil data and Nursery facilities

# **‘Be the best that you can be!’**

## **Accessibility Plan**

### **Introduction**

The Equality Act 2010 (EqA) prohibits discrimination, harassment and victimisation on grounds of disability. Under the EqA, schools are under a duty not to discriminate in relation to disability in the context of admissions, exclusions, provision of education, access to any benefit, facility or service, and any other detriment.

The governing body has various duties towards disabled pupils under the EqA. This includes:

- not to treat disabled pupils less favourably because of or for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage (including concerning admissions, provision of education and access to benefits, facilities or services);
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Hampton Primary Partnership (HPP) to increase access to education for disabled pupils in the three areas required by the planning duties in the EqA:

- 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 benefits, facilities or services provided or offered;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **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](#).

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Definition of Disability:**

Definition of Disability: Disability is defined by the EqA: '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.'

### **The Purpose and Direction of the Partnership's Plan: Vision and Values**

At HPP we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. HPP promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

HPP aims to be inclusive . We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Key groups currently considered are shown here:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children who are vulnerable;
- children who are deaf or visual impaired

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

### **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities, these include:.

- Diabetes
- Speech and language needs
- Global delay
- Sensory impairment
- Moderate learning difficulties
- Dyslexia
- OCD
- Processing difficulties
- Asthma
- Eczema
- Hearing impairment
- ADHD
- ASD
- Allergies
- Hyper-mobility
- Anxiety disorder
- Selective-mutism
- Tourette's

- Trisomy 21 (down syndrome)

We collect information from external Nursery colleagues and settings as well as detailed information from parents so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

This plan sets out the proposals of the Governing Body of HPP to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA thus increasing the extent to which disabled pupils can participate in the school curriculum.

This 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, including 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. Including planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, 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.

The action plan ensures that:

- The schools draw on the expertise of external agencies to provide specialist advice and support.
- The inclusion manager has an overview of the needs of disabled pupils across HPP.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the partnership.
- The partnership schools work together
- Disabled pupils have access to extracurricular activities.

## **Contextual Information**

### **Hampton Infant School and Nursery**

The school is a 1960s single storey building on one level which has 3 year groups of 4 classes in wing, sited around the main hall separated by a corridor. There is 1 long standing temporary classroom which is part of the EYFS. The Nursery is a new building and is fully accessible. The hall corridor is accessed by an external door giving access to all three year groups. The school has a separate outside room used for music and small group teaching which is accessed via a ramp and has a double opening doorway. There is a toilet with disabled access in the main part of the school. The school hall is used as an assembly hall and dining area. The main entrance is one level from the outside and the exit button is located at a level suitable for wheelchair users. The school and the grounds are fully accessible for those with mobility issues and wheelchair users. A parking space is available if required by a disabled visitor or member of staff. We currently have no wheelchair dependent children, but have parents with mobility restrictions.

### **Hampton Junior School**

The oldest part of the school is a traditional 1907 Edwardian two storey building; the upper school is upstairs and accessed via two staircases at either end of the building. The Year 6 building is a 2 storey modern building with lift access to the 2 upstairs classrooms. The Rose Hall is on the ground floor and serves as the dining room and assembly hall. The ground floor of the main building has disabled toilets as does the year 6 building and music room. Wheelchair access is available into the main building (lower school) and into the music room, studio and dining room which are all separate buildings. Access to the upper school assembly hall, food technology room and upper school classrooms is very difficult for wheelchair users due to their location on the first floor. Feasibility studies into putting in a lift into the main building have been completed by LBRUT but have been unsuccessful in identifying a possible site for this. All areas of the school grounds are accessible to wheelchair users, although the area near the school pond is restricted access unless accompanied by an adult. Whilst, occasionally we have pupils in a wheelchair this is only a temporary situation and we are able to adapt classroom space. At present we have no fully wheelchairs dependent pupils but we have some parents with mobility impairments.

### **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the partnership's work. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of HPP that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would be if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

<b>Increasing access for disabled pupils to the school curriculum.</b>					
<b>Issue</b>	<b>Action</b>	<b>People/resource</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Monitoring</b>
Ensuring the curriculum is fully accessible for SEN pupils	<ul style="list-style-type: none"> <li>● Provide additional support, interventions and differentiation to enable personalised learning for SEN pupils</li> <li>● Personalised planning; SEND support plans and EHCP IEPs provided.</li> <li>● Ensuring coloured background on IWB and on teaching materials.</li> <li>● Ensuring coloured reading rulers used to support, if applicable.</li> <li>● Hearing loops if required.</li> </ul>	ELT ICT Coordinator Inclusion manager  Seek support from LA hearing impaired unit on the appropriate equipment	SEN pupils more able to access curriculum	Ongoing	ELT Inclusion manager

	<ul style="list-style-type: none"> <li>• CPD for staff from outside professionals.</li> </ul>				
Ensure that all school educational visits & residential visits are appropriate and accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> <li>• Thorough planning.</li> <li>• Advance visits.</li> <li>• Risk assessments.</li> <li>• Additional adults</li> <li>• Planning with parents</li> </ul>	ELT Inclusion manager Class teachers	On-going	School visits & residential visits are accessible for all pupils.	ELT Feedback from pupils and parents
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> <li>• Gather information on accessible PE and disability sports</li> <li>• Seek disabled sports people to come into school</li> </ul>	PE coordinator PE leaders	On going	All children access PE provision	ELT Inclusion manager Feedback from pupils Governors

### Improving access to the physical environment of the school

Hampton Infant School and Hampton Junior School have expanded to 4 form. The additional buildings have been provided. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Improving access to the physical environment of the school					
Issue	Action	People/resource	Success Criteria	Timescale	Monitoring



<p>Ensure all disabled pupils can be safely evacuated</p>	<ul style="list-style-type: none"> <li>● Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</li> <li>● Staff trained to use the evacuation chair.</li> <li>● Develop a system to ensure all staff are aware of their responsibilities</li> </ul>	<p>Inclusion manager LSAs Teachers</p>	<p>All staff are aware of the plan.  Key staff trained in evacuation</p>	<p>As required</p>	<p>ELT Inclusion Manager Governors</p>
<p>Ensure accessibility to IT equipment and software is appropriate</p>	<ul style="list-style-type: none"> <li>● Equipment in place to ensure access to all hardware.</li> <li>● Advice taken with regard to the visual-impaired and hearing-impaired pupils as required</li> </ul>	<p>Inclusion manager ICT coordinator Specialist IT technician</p>	<p>IT equipment is accessible and software is appropriate</p>		<p>ELT Inclusion Manager Governors</p>
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<ul style="list-style-type: none"> <li>● To create access plans for individual disabled pupils as part of the EHCP process when required.</li> <li>● Be aware of staff, governors and parents access needs and meet as appropriate</li> <li>● Through questions and discussions find out the access needs of parents/carers</li> <li>● Consider access needs during recruitment process</li> </ul>	<p>Head Inclusion Manager Governors FBM</p>	<p>School meets the needs of those with disabilities</p>	<p>On going</p>	<p>ELT Inclusion Manager Governors</p>

	<ul style="list-style-type: none"> <li>• Ensure staff aware of Environment Access Standard</li> </ul>				
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### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Improving the delivery of written information to disabled pupils and their families					
Issue	Action	People/resource	Success Criteria	Timescale	Monitoring
Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> <li>• Provide information and letters in clear print in "simple" English</li> </ul>	Admin team	Information is accessible to all	On going	ELT Inclusion manager Admin team Governors
	<ul style="list-style-type: none"> <li>• School office will support and help parents to access information and complete school forms</li> </ul>	Admin team	Information is accessible to all	On going	
	<ul style="list-style-type: none"> <li>• Ensure website and all documents accessible via the school website can be accessed by the visually impaired</li> </ul>	Admin team	Information is accessible to people who are visually impaired	On going	

Annual review of information to be as accessible as possible	<ul style="list-style-type: none"> <li>Develop child friendly SEND review formats</li> </ul>	Inclusion manager	Staff more aware of pupils preferred method of communications	On going	ELT Inclusion manager Admin team Governors
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	<ul style="list-style-type: none"> <li>Access to translators, sign language interpreters to be considered and offered if possible</li> </ul>	Admin team	Language barriers when communicating reduced where possible	As needed	ELT Inclusion manager Admin team Governors