

Accessibility plan

Arnett Hills JMI



Approved by:

Curriculum Committee

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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.

School Aims:

- To work with families to maximise their children's potential and to ensure high standards of achievement in a supportive, safe and caring environment.
- To provide all the children with equal access to a broad and balanced curriculum, which caters for their intellectual, physical, social, emotional, moral and spiritual development.
- To develop in all the children self-respect, self-discipline and pride in their endeavours and in their surroundings.
- To teach the children how to behave well, respect each other and learn tolerance for other races, religions and ways of life.
- To maintain and develop our links with the community.
- To ensure that our pupils develop the knowledge, skills and understanding to play an effective role in school and the wider community.

The school's aims link directly to the Equality Information and Objectives Statement which can be found following the link <https://www.arnethills.herts.sch.uk/equality-information-and-objectives-statement>

The Accessibility 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.

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.

[concerns_complaints_process2a.pdf \(arnethills.herts.sch.uk\)](#)

We have included a range of stakeholders in the development of this accessibility plan, including staff, and curriculum and premises committees and parent 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and runs from 2021 until 2023

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMEFRAME	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Individual targets are set effectively and are appropriate for pupils with additional needs • Pupil passports completed for individuals identifying approaches needed to learning • Targeted access to learning during pandemic for SEND pupils both on site and remotely • Use of WIDGET for resources • Coloured keyboards and designated iPads for use • Collaboration with outside agencies • Transition / new admissions meetings the following question is always asked – “Are there any physical adaptations that we need to be made aware of?” 	<p>Our curriculum reflects our Equality and Objectives Statement</p> <p>Maths is more inclusive for children with different learning styles</p>	<p>Include curriculum resources with examples of people with disabilities</p> <p>Review curriculum (PE, PSHE, assemblies) for opportunities to promote positive images of sports people and use of adapted resources for all</p> <p>Build on recently adopted HfL Essentials Maths (including all pupils through concrete, to pictorial, to abstract)</p>	<p>As required</p>	<p>Positive self-image experienced by people with disabilities in our school community and positive images of people with disabilities understood by others</p> <p>Raised levels of empathy</p> <p>Children with different learning styles can convey their learning with confidence</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMEFRAME	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Door widths allow for wheelchair access • Disabled toilets and changing facilities • All outside play areas are accessible • Initiation of LED replacement lights • Classrooms are dyslexic friendly • Room available for breakout sessions if needed • Fire exit access around school is suitable for disabled pupils • Playground gates can be opened to allow people with accessibility problems to enter the main school building / outside areas • Individual workstations for pupils as needed 	<ul style="list-style-type: none"> • To reconfigure admin area • To have a designated parking space for disabled use • To ensure more than adequate lighting in all areas • All parents are aware of access arrangements to school • To ensure parents are aware of accessibility arrangements • To ensure trip hazards are clearly identified. 	<p>Building work undertaken and completed in admin area</p> <p>Create a disabled parking bay</p> <p>Ensure program is completed by making budgetary commitment</p> <p>Annual reminder to parents / carers through newsletter to let us know if they have any problems / concerns regarding access to the school</p> <p>Revisit dyslexia friendly classroom criteria</p> <p>Refresh all trip hazards with yellow paint</p>	<p>March – August 2021</p> <p>August 2021</p> <p>As required</p> <p>Autumn term</p> <p>Autumn term</p>	<ul style="list-style-type: none"> • School reception area has sufficient space for all • A 'fit-for-purpose' first aid area is established • Improved parking access and 'parking' to school building' experience • People with visual disabilities are not hampered by poor lighting • Best practice impact positively on pupil learning • Ease of movement and no accidents

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMEFRAME	SUCCESS CRITERIA
<p>Innovate in provision in provision for the emotional needs of children</p>	<ul style="list-style-type: none"> • Breakout areas • Dedicate Learning Support time pupils • Mental health lead – organizes events such as Mental Health Week • Structured PSHE scheme which ensures progression 	<ul style="list-style-type: none"> • To impact positively on the mental health of pupils with SEND 	<p>To create a 'peace garden / area for reflection' and yoga-based activities</p>	<p>Summer term 2021</p>	<ul style="list-style-type: none"> • Noticeable, calmer times for children with identified emotional needs • Children have acquired coping strategies

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 Curriculum Committee.

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 statutory guidance