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Hallbrook Primary School

Accessibility Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 19 November 2024 v1	
Date of next review	September 2025
Publication:	Website- Statutory

This policy is reviewed annually to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	November 2024	Headteacher (TB)	New Policy

Statement of intent

Hallbrook Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

1. Legal framework

This policy has due regard to statutory legislation 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**
- **Special Educational Needs Regulations 2014**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

This policy has due regard to national guidance including, but not limited to, the following:

- **'The Equality Act 2010 and schools', DFE (2014)**
- This policy will be used in conjunction with the following school policies and procedures:
 - **Equality and Diversity Policy**

- **Equality Information and Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Anti-Bullying Policy**
- **Teaching and Learning Policy**
- **Health and Safety Policy**
- **School Improvement Plan**

2. Definition

- 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.
- The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- The Headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The governing body, or a select committee, will be responsible for monitoring the Accessibility Plan.
- The full governing body will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- The Headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- During a new pupil's induction at Hallbrook Primary School, the Headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

- The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- The Headteacher, governing body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The special educational needs and disabilities coordinator (SENDCO) will work closely with the Headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

- The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.
- Hallbrook Primary School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
- If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- Both the Accessibility Policy and Accessibility Plan will be published on the school website.

- Hallbrook Primary School will collaborate with the LA in order to effectively develop and implement the plan.
- An access audit will be undertaken by the governing body and SENDCO every 3 years.
- The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

- Hallbrook Primary School strives to ensure that all existing and potential pupils are given the same opportunities.
- Hallbrook Primary School is committed to developing a culture of inclusion, support and awareness.
- Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 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 equal opportunities.
- Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- Hallbrook Primary School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- Hallbrook Primary School will act in accordance with the Admissions Policy.
- The school will apply the same entry criteria to all pupils and potential pupils.
- In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

- Hallbrook Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- Information will be obtained on future pupils in order to facilitate advanced planning.
- Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

- Hallbrook Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- Hallbrook Primary School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- The class teacher and the SENDCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- There are established procedures for the identification and support of pupils with SEND in place at the school.
- Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'individual support plans'.
- Specialist resources are available for pupils with visual impairments, such a large print reading books.
- Learning support assistants are deployed to implement specific interventions

8. Physical environment

- Hallbrook Primary School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- There are no parts of Hallbrook Primary School to which pupils with disabilities have limited or no access to.
- The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- There are provisions for nappy changing.
- Where entrances to the school are not flat, a ramp is supplied for access.
- Wide doors are fitted throughout the school to allow for wheelchair access.
- The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- The governing body and Headteacher will review the policy in collaboration with the Business Manager and SENDCO's support.
- Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan Buildings

Question	Yes/No	Details
Checklist 1 – Approach Routes and Street Furniture		
1.1 Is the school within convenient walking distance of :- Public Highway and Pathways Public Transport e.g. Bus Stops Car Parking? (For Car Parking refer to Checklist 2)	Yes	The Academy is situated on a “dead end” road with bus stops on the main road through the estate. There is no car parking other than staff and disabled parking
1.2 Route free of kerbs? Do crossings on approach have tactile paving? If there are pedestrian crossings, do they have turn cone to aid people who are deaf / blind?	No	The road is a dead end with a turning junction outside the school gates which has yellow school markings through out
1.3 Wide Enough? If a route or pathway is narrow, is there a suitable passing place for wheelchair users? Is plantation trimmed back and are low branches avoided?	Yes	
1.4 Surfaces even and slip resistant? Is paving flush with no cracks or gaps that could trap wheels of a wheelchair?	Yes	
1.5 Is the location of the school clearly identified from the street? Visual clues and sufficient landmarks to aid orientation?	Yes	Hallbrook directional signage at the end of the road and on the main road in the village
1.6 Free from hazards such as bollards and litter bins? Are planting features kept to a minimum and are they colour contrasted?	Yes	
1.7 Free from hazardous building features such as outward opening doors, windows and overhangs? Do columns or structural posts have markings at two heights?	Yes	
1.8 Adequate seating provided along the routes? Is there seating where parents wait to pick up /drop off their children?	Yes	

Checklist 2 – CAR PARKING		
2.1 Are accessible bays provided for badge holders?	Yes	
2.2 Accessible bays clearly sign posted from the school's car park entrance? Are they signed?	Yes	They are marked on the ground and have eye-line height signage
2.3 Are bays marked out appropriately and easily identifiable? Can car doors be fully opened to allow disabled drivers and passengers to transfer to a wheelchair parked alongside?	Yes	
2.4 Close enough to facilities the car park services?	Yes	
2.5 Routes from parking area to school entrance accessible, with dropped kerbs and appropriate warnings? Car park surface smooth, even and free from loose stones?	Yes	
2.6 For larger car parks, are walking routes clearly marked out?	NA	
Checklist 3 – EXTERNAL RAMPS		
3.1 Wide enough and suitably graded? Is there a colour contrast?	NA	
3.2 Suitable handrails on each side?	NA	
3.3 Surface slip-resistant, firmly fixed and easy to maintain?	NA	
3.4 Edges protected to prevent accidents?	NA	
Checklist 4 – EXTERNAL STEPS		
4.1 Visual and tactile warnings at the top and bottom of the steps?	Yes	Yellow lines identify the edges of the steps EY Playground / To Outdoor Classroom / Behind bins store

4.2 Suitable handrails on each side?	Yes	
4.3 Lighting adequate and well positioned?	Yes	Changed to new LED lighting
4.4 Treads long enough and all of the same length?	Yes	
4.5 Risers shallow enough, all of the same height, and unlikely to trip users?	Yes	
4.6 Nosing's readily identifiable? If painted, are they in good condition?	Yes	
Checklist 5 – ENTRANCE		
5.1 Main entrance easy to find? Is it clearly defined?	Yes	
5.2 Door opening wider enough for all users?	Yes	Double door that can be opened fully for access
5.3 Level or flush threshold?	Yes	Level floor
5.4 If there are steps, is there signage where the accessible entrance is located?	NA	
5.5 Can people on each side of the door, either standing or sitting, see each other and be seen?	Yes	Glass panels in the door for visuals
5.6 Are door controls at a suitable height?	Yes	Door control at a height to prevent children from leaving the school.
5.7 Door closers of appropriate type? Can the door be easily opened single handily?	Yes	
5.8 Entry phone systems detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	NA	

5.9 Glazed entrance doors are clearly marked for safety and visibility?	NA	
5.10 Weather mat of firm texture and flush to the floor?	Yes	There is a weather carpet at the front entrance
CHECKLIST 6 – RECEPTION AREAS and LOBBIES		
6.1 Clear view in from the outside? Can receptionist see visitors and provide assistance is needed?	Yes	Two window panels allow for sight into the lobby area although the main door cannot be seen at all times
6.2 Transitional lighting? Is the lobby entrance and reception well illuminated?	Yes	
6.3 Reception suitable for approach and use from both side by people either seated or standing?	Yes	
6.4 Surfaces suitable?	Yes	
6.5 IS there an induction loop fitted?	No	
CHECKLIST 7 – CORRIDORS AND INTERNAL SURFACES		
7.1 Corridors wide enough for a wheel chair use to manoeuvre and for others to pass by?	Yes	
7.2 Free from obstruction for all users?	Yes	Potential for clothing and coats to be on the floor where they have fallen off pegs
7.3 Are all key facilities with the school accessible for all users? E.g hall	Yes	
7.4 Floor surfaces suitable for wheelchairs	Yes	

7.5 Colours and tones varied to help people distinguish between surfaces and fixtures? Do floors contrast against walls?	Yes	
7.6 Floor surfaces slip resistant?	Yes	
CHECKLIST 8 – INTERNAL DOORS		
8.1 Distinguishable from surroundings?	Yes	Doors are all blue in colour against a light backdrop
8.2 Glazed doors clearly marked and visible?	NA	
8.3 Can people see each other from both sides? Are vision panels kept clear?	Yes	
8.4 Clear opening width for wheelchair users?	Yes	Door width compliant to current legislation Some doors are 1.5 width doors for additional access
8.5 Door controls at a suitable height?	Yes	
8.6 Door light enough to open easily?	Yes	
CHECKLIST 9 – INTERNAL RAMPS		
9.1 Ramps available for short rise within single storey	NA	
9.2 Wide enough and suitably graded? Slip resistant?	NA	
9.3 Exposed edges protected to prevent accidents?	NA	
9.4 Suitable handrails?	NA	

CHECKLIST 10 – WC PROVISIONS & CHANGING AREAS		
10.1 Lighting enough?	Yes	
10.2 Slip resistant flooring?	Yes	
10.3 Fitting easily distinguishable from background? Are hand dryers and sanitary ware easily seen against their surroundings?	Yes	
10.4 Compartment door controls all easily gripped and operated? Are cubicle doors contrasted against panels?	NA	
10.5 Are urinals contrasted and have grab rails?	NA	
10.6 Are level style taps provided within WCs to aid people with dexterity impairments?	Yes	Push taps in all main toilets
10.7 Where there is a shower is it accessible for disabled people?	Yes	
CHECKLIST 11 – WHEELCHAIR USER WC's		
11.1 Is the room large enough to manoeuvring into position for frontal, lateral, angled and backward transfer unassisted and with assistant?	No	Need to remove the table and chair in the room to improve the access in the room
11.2 Travel distance to suitable WC no greater than that for able bodied people	Yes	Distance is no further than other adult toilets
11.3 Sufficient space outside to manoeuvre?	Yes	
11.4 Hand washing and drying facilities within easy reach?	Yes	
11.5 Door controls locks, and light switch easily reached?	Yes	

11.6 Tap appropriate for use?	Yes	
11.7 Suitable grab rails in place?	Yes	
11.8 Is the flush a spatula type design?	Yes	
11.9 Is the transfer side of the pan kept clear and accessible?	Yes	
11.10 Is there a cord alarm?	Yes	Could be louder
CHECKLIST 12 – FACILITIES		
12.1 Are seats provided along long internal routes and waiting areas?	No	Routes are not long enough to warrant seating
12.2 Are chairs with armrests provided in the staff room?	Yes	A small number of chairs provided in staff room
12.3 Are a number of chairs with armrests available in classrooms	No	
12.4 Do dining room provisions have accessibility for wheelchair users?	Yes	
12.5 Does the dining room have appropriate non-fixed seating?	Yes	
12.6 Are computer stations available with height adjustable desks?	No	Currently there is no requirement for this within the Academy. It should be reviewed if the need arises
12.7 When using staging are there procedures for wheelchair users?	No	Procedures to be put in place for use of staging
CHECKLIST 13 – WAY FINDING		

13.1 Overall layout of school reasonably clear and logical? Is there signage available in braille?	No	No braille signage around the school
13.2 On entering is signage at a level to support sight impairment and wheelchair users?	No	Unable to move the signing in system but office would sign in on the computer
13.3 Are WC facilities suitable signed?	Yes	
13.4 Are stairwells clearly identifiable?	NA	
CHECKLIST 14 – LIGHTING & ACCOUSTICS		
14.1 Lighting designed to meet a wide range of user's needs?	Yes	
14.2 Can occupiers control lighting?	Yes	On/Off switch only – would not be easy to operate by wheelchair users
14.3 Are classrooms appropriately illuminated and are blinds available to control natural light	Yes	
14.4 Are areas free from unnecessary noise?	Yes	
14.5 Good balance of hard and soft surfaces?	Yes	Where appropriate mixture of hard floor and carpet
CHECKLIST 15 – MEANS OF ESCAPE		
15.1 Audible Alarm to supplement visual system?	Yes	Sounders and Flash Lights
15.2 Ground floor exit accessible to all as entrance routes?	No	Main entrance and Hall have level ingress and egress all others require a step

15.3 When outside can a wheelchair user get to a place of safety?	Yes	
15.4 If disabled people are unable to leave the building is there a safe refuge point?	NA	
CHECKLIST 16 – BUILDING MANAGEMENT		
16.1 External routes kept clear and free from snow and ice	Yes	Plans in place to manage disruption due to Ice and Snow
16.2 Accessible parking not used by non-disabled drivers?	Yes	
16.3 Circulation routes kept clear from obstruction?	Yes	Daily check performed and logged in the Academy compliance diary
16.4 Means of escape checked for obstacles?	Yes	Daily check performed and logged in the Academy compliance diary
Completed by		P Burton
Date		June 2024
Recommendations		

<p>Awareness of</p>	<p>Should the Academy admit a pupil with additional needs the following would need to be addressed</p> <ol style="list-style-type: none">1. Review the need for ramps around the Academy to allow for increased access and egress2. Implement a procedure for using the stage for those with mobility requirements
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