



Accessibility Plan

Hadley Learning Community Primary Phase

Approved by: HLC Governing Body

Date: 2 December 21

Reviewed on: December 2021

Previous review: September 2020

Next review due by: September 2024

Accessibility Plan

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.

Our core values: Belong, Respect, Inspire, Succeed, Enjoy lie at the heart of the diverse, inclusive community we strive to create.

This 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.

Telford and Wrekin's Accessibility Strategy can be found here: http://www.telfordsend.org.uk/localofferservices/info/1/home/65/accessibility_strategy

Telford and Wrekin's information about supporting children with medical conditions at school can be found here: http://www.telfordsend.org.uk/localofferservices/info/1/home/7/supporting_pupils_at_school_with_medical_conditions

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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Value the diversity of our community and to maintain a culture of mutual respect in which all members work positively together and support one another.</p> <p>Actively seek to provide equal opportunities for all to succeed, removing barriers to access and participation in learning.</p> <p>Support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to</p>	<p>Citizenship lessons to provide the framework for discussion and exploration of mutual respect. Ethics, Morals and Philosophy lessons to support as above.</p> <p>Provide personalised learning plans when required, which inform the provision for children with disabilities.</p> <p>Participation in trips to be supported.</p> <p>LAC Lead to represent children at</p>	<p>SLT, SENDCo, Teachers and Support Staff</p>	<p>January 2020</p>	<p>Children and adults in the school community show respect and value everyone as an individual.</p> <p>Children with disabilities are able to access and engage in the curriculum.</p> <p>All children are able to access learning in school.</p> <p>A graduated response approach is used to support learners when required.</p>

	Assemblies focus on and promote British Values and citizenship.	achievement or wellbeing. Provide opportunities for students to have instruction in the latest innovations to support their condition.	in school planning meetings. Work closely with the Sensory Inclusion Service, Occupational Therapy Team and other external agencies. Provide physical development support for children with disabilities.			All children are able to attend school trips. LAC and families receive ongoing support. External agencies are involved in supporting children with disabilities. Children with disabilities receive targeted physical development support.
Increase access to extra-curricular and social learning contexts for children with disabilities.	Our school offers accessible for all extra-curricular clubs: <ul style="list-style-type: none"> • Breakfast Club • Lunch Clubs • After-school clubs 	To provide enjoyment, achievement and wellbeing for all.	Provide safe places at lunch and break times for vulnerable students. Provide catch up sessions and learning support for all identified children. Provide an increasing number of after school clubs		July 2019	Breakfast club held daily. Lunch clubs run daily. After-school clubs run daily.

			that provide opportunities to be together socially, sharing a common interest.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Height adjustable tables 	<p>Ensure that a robust system operates for those students who need to use the lifts or wheelchairs.</p> <p>Disabled parking bays are available at all entrances.</p> <p>Height adjustable tables available to all students who need them.</p>	<p>Children are escorted by an adult when accessing the lifts.</p> <p>Disabled parking bays are regularly checked and access requirements enforced.</p>	<p>SENDCo, Teachers and Support Staff</p> <p>COO</p>	July 2019	<p>Children accessing the lifts are escorted by an adult.</p> <p>Disabled parking bays are used appropriately by authorised users.</p>
Improve the delivery of information to pupils with a disability	<p>Our school is prepared to use a range of communication methods to ensure information is accessible</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille 	<p>Text parents of all students when requested rather than rely on letters being placed in bags.</p> <p>Ensure that we are able to offer</p>	<p>Work closely with the Sensory Inclusion Service, Occupational Therapy Team and other external agencies.</p>	<p>SLT, SP, SENDCo, Teachers, Administrative Staff and Support Staff</p>	July 2019	<p>Texts are sent to parents alongside paper handouts and e mails.</p> <p>Recorded materials are saved and shared with</p>

	<ul style="list-style-type: none"> • Induction loops • Pictorial or symbolic representations • Sign Language Interpreter 	<p>recorded material through the icloud for easy access at home.</p> <p>Ensure accessibility of the school website.</p> <p>Parents with disabilities are supported when engaging with school.</p>	<p>Recorded material is made available when required.</p> <p>School website is easily accessible to all and has text to speech availability.</p> <p>Use interpreters when required.</p>			<p>children/parents when requested.</p> <p>School website is up to date and easy to navigate.</p> <p>Accessibility Plan is shared on school website.</p> <p>Support for parents is available on request.</p>
Children who are transgender; gay or bisexual feel supported in our HLC community.	<p>School is prepared to make the following amendments when required:</p> <ul style="list-style-type: none"> • Staff Training • Toilet provision reviewed • Changing rooms facilities adapted 	PSHE lessons educate children and celebrate the LGBTQ community.	PSHE focused lessons raising LGBTQ awareness.	SLT, Teachers, and Support Staff	April 2020	<p>Increased LGBTQ awareness in school.</p> <p>Facilities are adapted when required.</p>
Improve support for children with mental health and emotional wellbeing support needs.	<p>Our school offers a variety of support for children with mental health and emotional wellbeing needs:</p> <ul style="list-style-type: none"> • CAMHS referral 	Children with mental health issues feel that school is a place where they can explore their mental health needs and feel safe, equally it will a	<p>CAMHS referrals to be regularly followed up by school.</p> <p>Lunch club is accessed by children</p>	SLT, SENDCo, Family Support Advisor, Teachers, and Support Staff	July 2019	Mental health support strategies are embedded and accessed when required.

	<ul style="list-style-type: none"> • Family Support Advisor • SENDCo • Lunch time club • Reduced/amended timetable • Nurture and sensory activities • Parent support • Parent learning • BEAM 	place where they will be listened to in a non-judgemental way.	with emotional/mental health support needs. Parent learning calendar is updated.			Children with support needs are identified and support is accessed.
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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.

The Principal, Headteacher, SLT and the Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

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