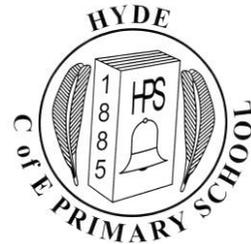
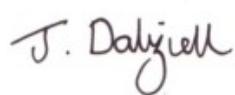


# HYDE C. E. PRIMARY SCHOOL



## ACCESSIBILITY POLICY and PLAN

<b>Endorsed by Governing Body: 23<sup>rd</sup> May 2018</b>	<b>Review Date: May 2020</b>
<b>Headteacher: Julie Dalziell</b>	<b>Signature of Headteacher:</b> 
<b>Chair of Governors: Robert Shadbolt</b>	<b>Signature of Chair of Governors:</b> 

## **Hyde C.E. Primary School Accessibility Policy, Plan and Access Audit**

*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

### **Vision & aims, definition & statutory information.**

1. **Vision.** At Hyde C.E. Primary School, we are committed to providing the best accessible environment we can, which values and includes all pupils, staff, parents 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 to developing a culture of awareness, tolerance and inclusion.
2. Hyde CE Primary will continue to work towards a better learning environment to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period.
4. **Aims.** The Accessibility Plan will contain relevant actions to 3 principal areas:
  - a. Improve access to the **physical environment** of the school, adding specialist facilities where **feasible**. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - b. Increase access to the **curriculum** for pupils with a disability, expanding and making **reasonable** adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - c. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Any Actions for physical accessibility relate to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of any one Accessibility Plan, and therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period. Some types of physical accessibility works might prove to be completely unfeasible for the school regardless of timeframe due to the limitations of the existing premises within the constraints of a National Park and the inherent conservation parameters. Where this is the case, a statement will always be issued citing the relevant authorities and full consultation will always have been carried out.

6. **Awareness & Training.** We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Our Governor dedicated to SEND keeps the Governing Body updated on all relevant matters.

7. **Definition & Statutory References.** Accessible is defined as meeting relevant building standards to allow a disabled person independent access. Differentiation should be made for a range of impairments and for adults as opposed to children. Standards and guidance on many of the requirements a school needs to have in place are available at [The Equality Act 2010](#) , also [The Disability Discrimination Regulations 2005](#) and [SEN & Disability Regulations 2014](#).

8. **Limitations And Constraints – A Statement Of Our Current Status.** Hyde CE Primary resides in Victorian premises within a conservation area (SSSI) of the New Forest National Park. The School does not currently have its own external facilities but uses those of the National Park as it has done for over one hundred years. All outdoor play, sport and activities take place primarily on Hyde Common. This presents quite unique circumstances when assessing Accessibility. The Governing Body continues to examine methods of adjoining land acquisition for the school, which would significantly improve Accessibility. Only if this is achieved, would the School be in a position to greatly improve what is currently available.

9. **Appendices.** With the existing infrastructure, Appendix 1, the Accessibility Plan, provides detail of the improvements we have made and wish to make to improve accessibility. It also provides details of what we would consider in order to facilitate a child with a disability at this school. Appendix 2 provides the current Access Audit.

## Hyde CE Primary School Accessibility Plan 2017-2020 - Improving Access at Hyde CE Primary School

### Appendix 1 to Accessibility Policy

**This Access Audit was carried out by Buildings Committee and SEN Governors in consultation with Head Teacher March 2017.**

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions	Timeline	Success criteria
A. Improve and maintain access to the physical environment	1. Access Audit annually reviewed.	1. Develop premises through expansion (purchase of additional land).	1. FIN and BDLG Committees	1. Ongoing	<p><b>Current:</b> Allows any visitor with a physical disability and wheelchair bound to enter the school premises as invited in conjunction with PEP.</p> <p><b>Potential:</b> Be able to offer access to wheelchair bound pupils.</p>
B. Increase access to the curriculum for pupils with a disability	2. Differentiations & Interventions in Teaching 3. Adapt classroom to promote independence & participation of all pupils 4. Training of all staff	2. Create Differentiation Plan for each pupils with Disability 3. Identify gaps 4. Identify requirement	2. HT to monitor quality of differentiation and provision for SEND pupils and measure against outcomes 3. Identify needs & appropriate resourcing 4. Identify needs & appropriate resourcing	2. As required 3. As required 4. As required	
C. Improve the delivery of written information to pupils	5. Availability of written material in alternative formats when specifically requested 6. Review documentation on website to check accessibility for parents with EAL	5. Be aware of the services available for converting written information into alternative formats 6. Research help available if required.	5. SENCO/HT 6. EMTAS POC	5. As requested/required 6. As requested/required	

## Appendix 2 to Accessibility Policy.

Feature	Description	Actions taken / to be taken	Responsibility	Date to complete actions by
Premises entry/exit	Kerb level access already created.	Kerb lowered from road to allow wheelchair access to school building & door entry system with low level control (bell) panel.	Buildings Committee, HT & SENCO	Actioned 2014 & 2016
All internal entrances/exits	Doorways standard in a Victorian building.	Improve visibility of doorways with hi-viz tape/paint. Can't expand widths due to space limitations & structures.	Buildings Committee, HT & SENCO	Will action if required
Corridor /classroom access	Limited space. No room for expansion currently. Wheelchair access limited to visitors only.	Continue to explore options to acquire adjacent land for school in order to extend buildings & outdoor facilities.	Finance & Buildings Committees	Ongoing 2016+
Parking bays	Spacious parking is straightforwardly available on Hyde Common Public car park although uneven surface, no lighting.	NFA possible due to constraints of Conservation Area and lack of ownership.	Buildings Committee	N/A
Internal signage	Limited space on walls for clear signage clear of congestion.	Develop more distinct signage and in braille.	Buildings Committee, HT & SENCO	Will cost & assess if required.
Ramps	Manual ramps for other raised entrances/exits.	Conduct appreciation of workability of manual ramps on daily basis. Space restrictions prevent use of automated ramps.	Buildings Committee & HT/SENCO.	At Plan review intervals.
Toilets	Separate disabled toilet not available. One staff toilet only. No Visitors toilets at all.	Adaptation could be made to one pupil toilet or/and staff toilet.	Buildings Committee	Will be costed if required.
Reception area	School Office only.	NFA possible due to space limitations.	Buildings Committee	N/A
Emergency escape routes & Personal Evacuation Plans	Class 2 only level doorway to exterior for wheelchair users.	Ensure PEP compiled prior to any wheel chaired visitor. Advance warning essential.	HT	As required
SPARE				